

# SOons Of Silence Training Programme for youth workers



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## Module 1 - Introduction to Domestic Violence

### Overview

Domestic violence (DV from now on) is not a new phenomenon. Although it is difficult to find written or graphic evidence, it is obvious that, given the predominance of sexist societies throughout the history, we can assume DV is with us from the beginning of times.

It is no sooner than the ninety - nineties when scientists, sociologists, psychologists and other experts start to focus their interest on this reality. And, from the very first moment, they found this is a very deep problem, as it affects every layer of our society, and besides it has social, economic, psychological and legal implications.

### **Introductory video / Council of Europe HELP course: Violence Against Women and Domestic Violence**

The HELP course Violence Against Women and Domestic Violence covers in an interactive way the key concepts, **the international and European legal framework and case law governing the prevention and protection of women and girls from violence**, focusing on the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention).

Furthermore, the course provides the legal professionals with practical tools for dealing with cases of violence against women and domestic violence with respect to a human rights and victim centered approach.

[Link to the video](#)

## Learning Outcomes

<b>Learning Outcomes Matrix</b>	Knowledge	<ul style="list-style-type: none"> <li>• <i>Recognise the difference between domestic violence actions (violence, aggressiveness and assault).</i></li> <li>• <i>Recognise the different Domestic Violence Types.</i></li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• <i>Develop skills to assess and identify forms of domestic violence.</i></li> <li>• <i>Identify the legal framework applicable to each Domestic Violence situation.</i></li> </ul>
	Attitudes	<ul style="list-style-type: none"> <li>• <i>Be careful in identifying and classifying the domestic violent event to reach the proper legal protection.</i></li> <li>• <i>Commit to ongoing education and training to stay informed about the latest legal developments to protect against domestic violence.</i></li> </ul>
	Learning Objectives	<ul style="list-style-type: none"> <li>• <i>Understand the variety of Domestic Violence events.</i></li> <li>• <i>Correctly classify the DV event</i></li> <li>• <i>Know which legal framework will apply to each DV event.</i></li> </ul>



## Theoretical Contents (1 hour)

### Concepts and theoretical approach

We think it is positive to start with some definitions:

#### Gender

- First of all, we must highlight the concept of **gender**, which according to the European Commission (1998), refers to the social differences (as opposed to biological ones) between men and women that have been learned, change over time and present great variations. both between different cultures and within the same culture. This indicates that, for gender reasons and issues, behavioral patterns are determined that are related to sex. The origin of these patterns can stem from early inculcation, that is, at premature ages, gender stereotypes that “we can define as generalized social beliefs regarding the attributes that are considered typical of men and women” (García, 2015, p .7). Furthermore, this set of beliefs that concern the categories of man and woman, which we call gender, has a great influence on the world and on itself and its behavior (González, 1999, p. 84).

#### Sex

- It is important to mention the concept, already overcome but useful to compare, of **sex**, which according to the Spanish Language Academy (RAE, 2023), is “*the organic condition, either male or female, of animals and plants*” or “*set of beings belonging to a same condition of male or female*”. This definition still has some influence, because one of the definitions of DV is “sexual violence” (Gonzalez et altri, 1999).

We cannot forget, in this context, the distinction between violence, aggressiveness and assault.

## Violence

•Violence refers to intentional actions of physical or psychological harm that one person carries out on another. It can manifest itself through acts such as beatings, threats and emotional abuse. Involves a significant level of physical or mental injury. It is a more extreme behavior than aggression.(Cirici, 2020)

## Aggressiveness

•Aggression is the tendency to show hostile behavior towards others. It does not necessarily imply reaching the level of physical or mental injury that characterizes violence. It is a more general behavior and can manifest itself in various ways, such as arguments, irritability or strong verbal expressions<sup>1</sup>. Aggression is a basic and primary behavior present in the activity of living beings, which encompasses physical, emotional, cognitive and social aspects.(Gómez, 2024)

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## Assault

•Assault refers to the deliberate use of physical force or power, whether threatened or actual. It can be directed toward oneself, another person, or a group/community. Assault can cause injury, death, psychological damage or developmental disorders.” OMS (2010, como se citó Gómez y otras, 2024).

If we mix, in an adequate way, every concept mentioned above, we can reach some definitions about gender violence and related concepts:

## Sexist Violence

•The general term that covers all violence would be, the **sexist violence** that is understood as a *"phenomenon of a multi -dimensional and multidimensional nature that frames in a system of power relations of men over women and that results in physical damage or suffering, Sexual, psychological or environmental. This can be developed in each and every one of the areas of people's lives and at all times of their life, therefore, not only of a type of sexist violence is spoken, but of many types of sexist violence"* (Cirici, 2023).

## Gender Violence

•Within sexist violence, we could find **gender violence**: *"the one that is exercised over women by those who are or have been linked to them by relationships of affectivity (couples or ex-parish). The objective of the aggressor is to produce damage and achieve control over women, so it occurs continuously in time and systematic in the form, as part of the same strategy"* (Ministry of Equality, 2024).

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## Violence inside the family

•We cannot forget other related concept, which is **violence inside the family**, referring to *"any systematic and deliberate aggression or harm committed in the home against a member of the family, by someone from the same family. This damage is caused by violating or invading the spaces of the other person, without their permission, to take away their power and keep them unbalanced, because the objective of violence is to overcome their resistance and obtain their subjugation, that is, to control them. and dominate them"* (Ramírez, 2019).

## Domestic Violence

•But, far from over, we can finally talk about **domestic violence** “*perpetrated in the home or domestic unit, generally by a family member who lives with the victim, who may be a man or woman, infant, adolescent or adult, with the deliberate use of force*” (Walton and Salazar, 2019).

Despite the undeniable similarities among all definitions, especially the last two, it is key to make suitable differences because, not only in Spain but in the rest of Europe, every concept draws nuances with deep implications, such as social, economic, psychological and even political. These last ones are significant because it is necessary to recognize and understand these concepts to make laws about them and to commit against them.

### **Domestic Violence. Historical approach.**

Particularly, the actual Spanish Law focuses on **violence against the women**, or **gender violence** and this is the approach we must understand whenever we talk about the domestic violence (DV). This approach is based in social and historical reasons, that can be summarize like this: Historically, men have been given a predominant role in society. As a result, all the members of a group (even women of that group) expect men to assume a series of behaviours such as providers, preventers, fosters and protecters. Men are supposed to work to raise money for the family, to protect them from menaces, to assume active roles before any problem, etc... As a logical consequence, women are expected to have a secondary role: basically, family care, implying a passive attitude in front of family and society. This difference in roles brings consequently a social and economy dominance that can lead some men to exercise control and violent behaviours against women.

As a result of it all, some gender patterns have developed in a patriarchal social structure, based on the dominance of men. Where this structure orders social, political, economic and cultural power structures, based on gender inequalities, and perpetuates social roles and gender stereotypes. This social structure entails a way of legitimizing and normalizing

behaviours in which women suffer different types of discrimination and inequalities. These behaviours are called “machismo” which *“its objective is to maintain the position of subordination of women, respecting the condition of authority and superiority of men, combining attitudes and behaviours of arrogance and devaluation of women”* (Cirici, 2023, p. 46).

## Types of Domestic Violence

Within domestic violence there are different typologies that result in a set that can interact simultaneously or independently. Among them is **physical violence**, which is what is used against a woman, causing pain, damage or the risk of causing it, and any other form of abuse or aggression that affects her physical integrity. Physical injuries are the most visible consequences of gender violence, but not the only one. Chronic pain and health problems can be due to injuries, fear and stress caused by abuse (Alfocea and Ponce, 2019, p.108).

We also can find **psychological violence**, which is the type of abuse that includes any verbal, non-verbal behaviour or intentional omission that produces devaluation or suffering in a woman through threats, humiliation, demands for obedience or submission, verbal coercion, insults, isolation or any other limitation of their scope of personal freedom, with the intention of controlling and subduing the woman (Gómez et al., 2024). Furthermore, it is the one that mostly appears in couples and is the most common, since all violence is accompanied by psychological violence.

Also linked to this last, appears **social violence**. This one is based on the limitation, control and induction of social isolation of the women. The victim is separated from family and friends, depriving her of social support and distancing her from her usual environment. Sometimes the victim is pitted against those around her, resulting in the victim or those around her being able to disassociate themselves (Government of Spain, 2024, p.13).

Another very important type of violence is called **sexual violence**, which is related to different sexual assault behaviours. We understand sexual violence as any action that

involves violation in all its forms, with or without genital access, of a woman's right to voluntarily decide about her sexual life through threats, coercion, use of force or intimidation, including rape. within marriage (Alfocea and Ponce, 2019, p.110). It is very common for this violence to occur among young people since reasons for sexual “satisfaction” are given to the couple without presenting a conditioned voluntariness, which in real terms it is.

It should be noted that according to the Government Delegation against violence, **economic violence** also occurs. It includes the intentional and not legally justified deprivation of resources for the physical or psychological well-being of women and their daughters and sons, discrimination in the provision of shared resources in the area of cohabitation as a couple or the prohibition of working outside the home (Gómez et al., 2024, p.13). Therefore, it is understood that it can be when there is no economic independence on the part of the woman, when money is a means of control or punishment, when resources are lied to, etc. Currently, with the immersion of the technological era, there is a more recent type of violence called; digital violence, which is that type of sexist violence that occurs on social media platforms (ICT) known as cyberbullying. This type of violence also usually leads to sexual violence, which consists of the distribution of sexually explicit images or videos of people without their consent (Cirici, 2023).

### ***Explicative theories.***

#### ***A general explanation. Cycle of violence theory.***

Due to this complex phenomenon that affects women, experts develop theories to explain a pattern that is recurring and predictable, composed of different stages or repetitive phases that are made up of a cyclical process. To explain this cycle, it has been based on the author Leonor Walker in which according to Gómez and others (2024):

1. “The first phase is the accumulation of tension: Where a gradual increase in tension and conflict occurs” (p.15). This phase can be almost invisible due to the similarity it has with social relationships in general. “The aim is to mitigate the

damage as much as possible. Furthermore, it is very complex to detect the situation on the part of the victim since the aggressor begins to behave in a more positive way for subsequent manipulation” (Alfocea and Ponce, 2019, p.118).

2. The second phase, where the explosion of aggression occurs: It is in this phase that outbreaks of the different types of existing violence occur, being: Physical, sexual, psychological... (Gómez et al., 2024). “It does not mean that psychological violence had not started in the previous one, only that, in this case, it acquires sufficient severity and stops being so subtle” (Alfocea and Ponce, 2019, p.118).
3. The third phase is the most complicated, since it is a period of calm, where the victim has the false belief that the conflict has not occurred and has emotional stability. This happens in the honeymoon phase, which is a behaviour where the aggressor apparently regrets the aggressive behaviours emitted to the partner and promises a change in her behaviour. He is pleasant, thoughtful, attentive, giving material gifts.

### ***Psychological and criminological theories.***

It is important to understand more deeply why this violence develops, that is, what the causes are, and what the influencing factors are. As mentioned above, it is important to study them because it helps to increase our knowledge of the behavioural patterns that are exercised, what the risk factors are and what are the “hypothetical” solutions that would lead to the eradication of the social problem.

#### **The biological theory.**

**The biological theory** explains that gender violence behaviour is a behaviour that is considered part of the biological structure of man, since man has developed aggressiveness to survive. He mentions that followers of the biological model defend that in animal species males are more aggressive than females, but they forget to consider social construction (Ramirez, 2000, as cited in Alencar and Cantera, 2012, p. 117). Furthermore, “the authors confirm that high levels of testosterone are positively related

to not getting married or suffering from marital instability and suggest that a man with high levels of testosterone may suffer more aggression" (Alencar and Cantera, 2012, p. 117).

### The generational theory

**In the generational theory**, there are authors such as Dutton and Golant who maintain that there are some individual characteristics that constitute a risk factor for people to commit violence against their partner. The first risk factor lies in the fact of being rejected by the parent, which would henceforth shape the personality of the man who mistreats her (Alencar and Cantera, 2012, p.117). Dutton and Golant (1997, as cited in Alencar and Cantera, 2012) state that research on the past of male aggressors has shown that the majority have suffered physical and emotional abuse from their father and that this influences the way they behave. interact with your partner.

They also clarify that rejection and shame have multiple effects on a child and may not only affect his ability to comfort himself and moderate his anger and anxiety. Therefore, it is understood that there are arguments to understand the behaviour that is related to the attachment establishment phase. As you can see, anger arises when attachment needs are met and is a means by which the child seeks appeasing contact. Likewise, problems in this stage generate anxiety when managing intimacy in relationships, leading to the use of control to reduce this tension due to the feeling of abandonment (Alencar and Cantera, 2012, p.118).

### The systemic theory

**The systemic theory** is addressed by different authors, including Perrone and Nanini (1995): Which states "that violence is not an individual phenomenon, but the manifestation of an interactional phenomenon" (p.28). Furthermore, according to Perrone and Nanini (1995): "An individual is not violent in himself, but his violence appears according to the context or the particularity of the modality of the interaction in which he is immersed" (p.30). Therefore, it can be concluded that, according to the systemic perspective, "it is explained through relational factors and is the result of a particular



communication process between two people" (Alencar and Cantera, 2012, p. 119).

Feminist theory refers to the set of currents and theories that try to explain violence within the couple as a reflection of the unequal power relationship in relationships between women and men. From this approach, violence against women is considered a functional phenomenon of the patriarchal system and useful in maintaining the established order (Gómez et al., 2024, p.14).

### The ecological model

Finally, there is **the ecological model**, in which its main author is Bronfenbrenner (1979) who will develop the theory of the importance of the influence of the environment on human behaviour. In ecological theory it is proposed that development was a joint function of the person and all levels of the environment. The ecological environment is considered as four structures that range from the closest to the most remote stage of culture (Herranz and Contreras, 2019). We find the individual which is the model that seeks to identify the biological and personal factors that increase the probability of a person committing an act of violence or being a victim of it. The relational, which examines how close relationships increase the risk of suffering or exercising violence.

These factors constitute a person's narrowest social circle and can shape their behaviour and determine the diversity of their experiences. The community, which refers to the contexts in which social relationships are integrated (schools, workplaces...) this sphere seeks to define the characteristics of these environments that are associated with people committing on acts of violence or being victims of them. The social level: comprising the broader macrosystem factors that influence violence, such as gender inequality, religious or cultural belief systems, social norms, and economic or social policies that create or maintain disparities and tensions between groups of people according to the WHO (2010, as cited Gómez et al., 2024, p.15).

## Legal implications

### International Prospect

On the international scene, a development of regulations was achieved that gave rise to the creation of the UN, which established the Universal Declaration of Human Rights and, in parallel, an International Covenant on Economic, Social and Cultural Rights. The creation of CEDAW and various conferences gave rise to the resolution of the Declaration on the Elimination of Violence against Women approved by General Assembly resolution 48/104, of December 20, 1993, which provides the definition of violence against women and identifies the different types of violence, conceiving it, in coherence with previous instruments, in terms of violation of human rights and fundamental freedoms (Ministry of Equality, 2024).

Given the above, article 2 specifies that violence against women covers the following acts; therefore, the United Nations (1993) states:

- a. Physical, sexual and psychological violence that occurs in the family, including ill-treatment, sexual abuse of girls in the home, dowry-related violence, husband rape, female genital mutilation and others traditional practices harmful to women, acts of violence perpetrated by other family members and violence related to exploitation.
- b. Physical, sexual and psychological violence perpetrated within the broader community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and prostitution forced.
- c. Physical, sexual and psychological violence perpetrated or tolerated by the State, wherever it occurs.

At a European level, we must mention *the Istanbul Convention*, which is an agreement of the Council of Europe on the Prevention and Fight against Violence against Women and gender violence, which was adopted in 2011 and came into force in 2014.

According to Art. 1, the objectives of this Agreement (2011) are:

- a) Protect women against all forms of violence, and prevent, prosecute and eliminate violence against women and domestic violence.
- a. Contribute to eliminating all forms of discrimination against women and promoting real equality between women and men, including through the autonomy of women
- b. Devise a global framework, policies and measures to protect and assist all victims of violence against women and domestic violence.
- c. Promote international cooperation to eliminate violence against women and domestic violence.
- d. Support and assist organizations and law enforcement agencies to cooperate effectively to adopt an integrated approach to eliminate violence against women and domestic violence.

## *Spanish frame*

### Spanish Penal Code

We should start by the **Spanish Penal Code** since it establishes complementary measures to the Comprehensive Law, it establishes the corresponding penalties for those who commit the crime. Among them are Art. 171,172, 173, 192 among others. The most relevant according to the Penal Code (1995) are:

- **Art. 83:** The judge or court may condition the suspension to compliance with the following prohibitions and duties when this is necessary to avoid the danger of commission of new crimes, without imposing duties and obligations that are excessive and disproportionate: Prohibition of approaching the victim or those of his family or other persons determined by the judge or court, their homes, their workplaces or other places usually frequented by them, or communicating with them by any means. half.

The imposition of this prohibition will always be communicated to the people in relation to whom it is agreed (Penal Code, 1995). In the previous article cited, it is related to article 33 of the LO, which speaks of the suspension of the prison sentence, and as an alternative measure a restraining order is established, and community benefit work. This article also consists of more guidelines for action that the aggressor must follow.

- **Art. 153:** Anyone who, by any means or procedure, causes another person mental harm or a less serious injury than those provided for in section 2 of article 147, or hits or mistreats another without causing injury, when the offended party is or has been a wife, or a woman who is or has been linked to him by a similar emotional relationship even without cohabitation, or a particularly vulnerable person who lives with the author, will be punished with a prison sentence of six months to one year or labour in community benefits from thirty-one to eighty days and, in any case, deprivation of the right to possess and carry weapons from one year and one day to three years, as well as, when the judge or court deems it appropriate to the interest of the minor or person with a disability in need of special protection, disqualification from the exercise of parental authority, guardianship, curatorship, custody or foster care for up to five years (Penal Code, 1995).

### Law of Criminal Procedure (LECrIm)

Another necessary milestone is the **Law of Criminal Procedure (LECrIm)**. The relationship of the articles with the Organic Law on Gender Violence (OL) is art. 416, 554 ter, 544bis, 788, 797 among others. According to the LECrIm (1882):

- **Art. 344 ter.** The Investigating Judge will issue a protection order for victims of domestic violence in cases in which, there are well-founded indications of the commission of a crime or offense against the life, physical or moral integrity, sexual freedom, liberty or security of any of the persons mentioned in article 173.2 of the Penal Code, results in an objective situation of risk for the victim that requires the adoption of any of the protection measures regulated in this article.

- **Art. 797.** The duty court, after receiving the police report, along with the objects, instruments and evidence that, if applicable, accompany it, will initiate, if appropriate, urgent proceedings. There will be no appeal against this act. Without prejudice to the other functions entrusted to him, he will carry out, when pertinent, the following procedures, in the order that he considers most convenient or the circumstances advise, with the active participation of the Public Prosecutor's Office:
  1. It will collect, by the fastest means, the criminal records of the detainee or person under investigation.
  2. If it is necessary for the legal classification of the facts charged (LECrím, 1882).

In this application of the article, it may happen that the processing of urgent preliminary proceedings is reduced exclusively to complaints of isolated events, without any precedent, that does not turn out to be the last episode of a chain of previous events (threats, humiliations...).

### Comprehensive Protection Measures against Gender Violence LO

Now we arrive at the turning point when it comes to legality on DV. We refer to **LO (OL) 1/2004 of the Comprehensive Law of December 28, on Comprehensive Protection Measures against Gender Violence**, that was approved unanimously in Spanish Parliament with the purpose of complementing the measures that all parliamentary groups. The need to “complement” the previous regulations is explained by the Law itself in its Explanation of Reasons with two arguments:

- Due to social reality and
- Due to the regulatory deficiencies derived from a fractional treatment of the problem.

Its final objective is to make a reality, among other two fundamental rights: That of art. 15

of the Constitution, everyone's right to life and physical and moral integrity; as well as the promotional mandate that the Constitution directs to public powers in art. 9.2 (9).

After studying the points of the content of OL, if we focus on the key aspects that are most relevant for the preparation of the study, we must highlight according to the Organic Law of Comprehensive Protection Measures against Gender Violence (2004):

**Title I. "Awareness, prevention and detection measures"**. Among which there are the following:

- a) A National Plan for Awareness and Prevention of Gender Violence, to introduce into the social scenario our scales of values based on respect for fundamental rights and freedoms and equality between men and women.

It is worth highlighting *Art 3. Awareness plans: section b)* Aimed at both men and women, from community and intercultural work, including the field of information and digital technologies (Organic Law MPIVG 1/2004).

- b) In the educational field, education laws are modified to include training objectives in respect of fundamental rights and duties.

## **TITLE II. "Right to information, to comprehensive social assistance and to free legal assistance"**

**Art. 18.** Right to information. Likewise, the necessary means will be articulated so that women victims of gender violence who, due to their personal and social circumstances, may have greater difficulty in fully accessing information, are guaranteed the effective exercise of this right. The information must be accessible to women who do not know Spanish or, where appropriate, the other official language of their territory of residence (MPIVG Organic Law, 2004).

It is vitally important that victims know their right to information to obtain clear and precise information, since, if this occurs, it allows them to make more correct decisions and, therefore, be able to receive help in a more effective way. This right must be applied

by professionals and institutions to guarantee their safety; if this does not happen, institutional violence occurs.

### **TITLE III. CRIMINAL PROTECTION**

#### **Article 33.** Suspension of sentences.

The second paragraph of section 1, 6, of article 83 of the Penal Code, in the wording given by Organic Law 15/2003, is worded as follows:

*«If these are crimes related to gender violence, the Judge or Court will in all cases condition the suspension to compliance with the obligations or duties provided for in rules 1, 2 and 5 of this section» (Law Organic MPIVG, 2004).*

This article shows that the sentences that are established “mostly” are not fair. Since if the accused has not been a criminal repeat offender, the suspension of the prison sentence is applied, with a measure of protection order or community services, which are not comparable. It may also be the case that depending on the type of court, the application of the precautionary measure may vary, as well as the final resolution of the impunity of the accused.

### **TITLE IV. JUDICIAL PROTECTION.**

#### **CAPT I.** From the courts of Violence against women Art 47. Training.

The Government, the General Council of the Judiciary and the autonomous communities, within the scope of their respective powers, will ensure specific training related to equality and non-discrimination based on sex and on gender violence in the training courses for Judges and Magistrates, Prosecutors, Judicial Secretaries, Security Forces and Corps and Forensic Doctors. In any case, in the previous training courses the focus on the disability of the victims will be introduced and vicarious violence will be considered (MPIVG Organic Law, 2004).

Specialized gender training in the judiciary is necessary and essential. On repeated occasions, the security forces do not have any gender perspective, and this conditions

the victims to file complaints, since, if the professional who accompanies you does not have knowledge on the subject or directly exercises institutional violence by questioning the argument, it becomes very complex to encourage reporting. The importance of professional quality in both lawyers and judges from a gender perspective serves to ensure the implementation of a correct exercise and the safety of the victim that will make their decision to continue with the judicial process more effective.

### [Comprehensive guarantee of sexual freedom LO.](#)

We cannot finish this section without referring to another important milestone in the fight against gender violence in Spanish territory. We are talking about the **Organic Law (OL) 10/2022 on the comprehensive guarantee of sexual freedom**, known as the Law of “only yes means yes”.

Although this law focuses on an exclusive way in sexual crimes, we cannot forget that (as we have seen above) sexual violence is a main component of DV, so it is important to look at this OL.

It introduced important changes in Spanish legislation. We can summarize them:

#### 1. Modification Need:

- It arises after the “La Manada” case (A very famous case about sexual assault from a group of men, during San Fermin Feast in Pamplona), where sexual abuse was considered instead of rape due to a sexist interpretation. The feminist movement and #MeToo influenced the review of criminal figures related to sexual freedom.

#### 2. Key Changes:

- Consent: The law focuses on express consent to determine whether sexual assault occurs.
- End of Sexual Abuse: The figure of sexual abuse is eliminated.



- Street Harassment: Street harassment is classified.

### **Link with social work**

All of the above is linked to the discipline of Social Work, because the Organic Law was created with the objective of eradicating gender violence in society. Professionals in this discipline work directly in the intervention sector, providing comprehensive care and support to victims who are part of a vulnerable group, offering different services such as advice, emotional support, guidance on different subjects and detecting, where appropriate, the different situations where this violence exists. They are also dedicated to the sector of prevention and raising awareness among citizens, acting and developing protection plans for the victim if required.

### **Psychosocial approach**

Some psychosocial guidelines that can help in prevention and intervention:

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1. *Women's empowerment*: Empowerment is essential to balance power relations between genders. However, it is important to consider that empowerment not only refers to economic power, but also to aspects such as communication skills, self-esteem, and roles in the couple and society
2. *Ideology and gender roles*: The internalization of gender roles and the acceptance of male superiority can favour violence. It is crucial to address these beliefs and promote an egalitarian vision between men and women.
3. *Psychological care*: Psychological professionals play a vital role in caring for victims of gender violence. Offering emotional support, helping to break the cycle of abuse and promoting autonomy are key aspects of the intervention.
4. *Resources and support networks*: It is important to connect victims with resources and organizations that can provide them with legal, emotional, and social support. These networks can help women escape situations of violence and recover their

health and autonomy.

Remember that the fight against gender violence requires a comprehensive approach that involves the entire society. If you need more information or specific help, don't hesitate to seek out local resources or trained professionals.

## Guided Practice (2 hours)

<b>Learning Activity 1</b>	<b>Training distinction between violence, aggressiveness and assault.</b>
<b>Learning Outcome</b>	To clear distinguish between the different DV behaviours

The trainer will provide examples of concrete actions, and the students will discuss which violent behaviour they fall into. In case of doubt, the trainer will read the definitions of each included in the module (we will produce them here for the trainer's convenience).

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Behaviour	Activity Identified Cases
<p><b>Violence</b></p> <p><i>Violence refers to intentional actions of physical or psychological harm that one person carries out on another. It can manifest itself through acts such as beatings, threats and emotional abuse. Involves a significant level of physical or mental injury. It is a more extreme behaviour than aggression.</i></p>	
<p><b>Aggression</b></p> <p><i>Aggression is the tendency to show hostile behaviour towards others. It does not necessarily imply reaching the level of physical or mental injury that characterizes violence. It is a more general</i></p>	

*behaviour and can manifest itself in various ways, such as arguments, irritability or strong verbal expressions<sup>1</sup>. Aggression is a basic and primary behaviour present in the activity of living beings, which encompasses physical, emotional, cognitive and social aspects.*

### Assault

**Assault** refers to the deliberate use of physical force or power, whether threatened or actual. It can be directed toward oneself, another person, or a group/community. **Assault** can cause injury, death, psychological damage or developmental disorders.”.

<b>Learning Activity 2</b>	<b>Classification Activity of Domestic Violence Types</b>
<b>Learning Outcome</b>	To be able to put a specific case under the correct type of DV

The trainer will provide examples of concrete situations and contexts, and the students will discuss which DV Type they fall into. In case of doubt, the trainer will read the definitions of each included in the module (we will produce them here for the trainer's convenience).

DV TYPE	Activity Identified Cases
<b>physical violence</b>	<p>which is what is used against a woman, causing pain, damage or the risk of causing it, and any other form of abuse or aggression that affects her physical integrity.</p>

### **psychological violence**

which is the type of abuse that includes any verbal, non-verbal behaviour or intentional omission that produces devaluation or suffering in a woman through threats, humiliation, demands for obedience or submission, verbal coercion, insults, isolation or any other limitation of their scope of personal freedom, with the intention of controlling and subduing the woman.

### **social violence**

is based on the limitation, control and induction of social isolation of the women. The victim is separated from family and friends, depriving her of social support and distancing her from her usual environment.

### **sexual violence**

is related to different sexual assault behaviours. We understand sexual violence as any action that involves violation in all its forms, with or without genital access, of a woman's right to voluntarily decide about her sexual life through threats, coercion, use of force or intimidation, including rape within marriage.

### **economic violence**

includes the intentional and not legally justified deprivation of resources for the physical or psychological well-being of women and their daughters and sons, discrimination in the provision of shared resources in the area of cohabitation as a couple or the

prohibition of working outside the home

## Self-Directed Learning

Below is a self-directed learning activity:

<p><b>Learning Activity 1</b></p>	<p>Online training:</p> <p><i>IMPRODOVA – European Training Platform on Domestic Violence</i></p> <p><a href="https://training.improdova.eu/en/training-modules-for-the-police/module-1-forms-and-dynamics-of-domestic-violence/">https://training.improdova.eu/en/training-modules-for-the-police/module-1-forms-and-dynamics-of-domestic-violence/</a></p>
<p><b>Learning Outcome</b></p>	<p>This training platform is designed to equip participants with a comprehensive <a href="#">understanding of domestic violence</a> and the skills needed to effectively address this issue. Participants will learn to recognise <a href="#">indicators of domestic violence</a>, <a href="#">communicate</a> sensitively with victims, and facilitate victims' <a href="#">access to justice</a>. They will also understand the importance of <a href="#">risk assessment and safety planning</a>, <a href="#">international legal frameworks</a>, <a href="#">interorganisational cooperation</a>, the impact of <a href="#">stereotypes and unconscious bias</a> and <a href="#">self-care</a> in cases of domestic violence.</p>

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## Assessment

Informal assessment such as questioning and formal using Quizzes via [Mentimeter](#)

## Useful references and resources for further learning

- [\*\*\*An introduction to risk identification in domestic abuse cases\*\*\*](#)
- [\*\*\*Domestic and family violence: how to make a plan to look after yourself\*\*\*](#)
- [\*\*\*A European Approach to Ending Violence Against Women and Domestic Violence\*\*\*](#)

- [EU calls for end of violence against women: What are the new legislative proposals?](#)

## Video 1

<p>URL/link to the video</p>	<p><a href="https://youtu.be/hHXGYEJTR2o?si=hRHMriH5r_kETjqN">https://youtu.be/hHXGYEJTR2o?si=hRHMriH5r_kETjqN</a></p>
<p>Title of the video</p>	<p>“Rita” <b>Professional responses to domestic abuse: The role of multi-agency cooperation</b></p>
<p>Description of the content of the video</p>	<p>This IMPRODOVA Training Video for medical (and other) frontline responders (FLRs) managing domestic abuse presents the fictional case of “Rita” and how the cooperation between FLRs, including medical professionals, NGOs, Police, and Social Workers can look at its best. It sheds light on the process of supporting survivors of domestic violence with a special focus on risk assessment and case documentation. This message is conveyed by a presentation of a “best case procedure” where interagency cooperation improves support of the survivor considerably. The video stops at certain critical points where a FLR is making choices, and then shows how FLR cooperation and survivor support can be improved by choosing a different approach. This is intended to provide the audience with an insight view on the process.</p>
<p>Reflective question(s) after/before</p>	<ul style="list-style-type: none"> <li>- What did you learn?</li> <li>- How important is case documentation for the legal action?</li> </ul>

watching the video	
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## Lesson Plan

Lesson Plan		
<b>Module</b>	<i>Module 1: Introduction to Domestic Violence</i>	
<b>Total Duration</b>	<i>4 hours</i>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Videos.</li> <li>• Notepad/pen.</li> </ul>	
<b>Learning Outcome Matrix</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>• <i>Recognise the difference between domestic violence actions (violence, aggressiveness and assault).</i></li> <li>• <i>Recognise the different Domestic Violence Types.</i></li> </ul>
	<i>Skills</i>	<ul style="list-style-type: none"> <li>• <i>Develop skills to assess and identify forms of domestic violence.</i></li> <li>• <i>Identify the legal framework applicable to each Domestic Violence situation.</i></li> </ul>
	<i>Attitudes</i>	<ul style="list-style-type: none"> <li>• <i>Be careful in identifying and classifying the domestic violent event to reach the proper legal protection.</i></li> <li>• <i>Commit to ongoing education and training to stay informed about the latest legal developments to protect against domestic violence.</i></li> </ul>

	<p><i>Learning objectives</i></p>	<ul style="list-style-type: none"> <li>• <i>Understand the variety of Domestic Violence events.</i></li> <li>• <i>Correctly classify the DV event</i></li> <li>• <i>Know which legal framework will apply to each DV event.</i></li> </ul>
<p><b>Introduction</b></p>	<p><i>This course will start with an introductory video. Therefore, the approach of this lesson will be collaborative through discussion and then briefly present the theoretical content. Afterwards, the participants will do the two guided activities.</i></p>	
<p><b>Theoretical Contents</b></p>	<p><i>For the theoretical content, we will explore the different types of domestic violence, the existing explicative theories about this phenomenon, and the protective legal framework in one EU country (Spain).</i></p>	
<p><b>Learning Activities</b></p>	<p><i>Group Activities:</i></p> <ul style="list-style-type: none"> <li>• <i>Activity 1. Training distinction between violence, aggressiveness and assault.</i></li> <li>• <i>Activity 2. Classification exercise of Domestic Violence Types.</i></li> </ul> <p><i>Self-Directed:</i></p> <ul style="list-style-type: none"> <li>• <i>Activity 1. Online training: IMPRODOVA – European Training Platform on Domestic Violence <a href="https://training.improdova.eu/en/training-modules-for-the-police/module-1-forms-and-dynamics-of-domestic-violence/">https://training.improdova.eu/en/training-modules-for-the-police/module-1-forms-and-dynamics-of-domestic-violence/</a></i></li> </ul>	
<p><b>Assessment</b></p>	<p><i>Informal assessment such as questioning and formal using Quizzes via Mentimeter.</i></p> <p><i><a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a></i></p>	



Useful  
references and  
resources for  
further learning

***An introduction to risk identification in domestic abuse cases***

<https://youtu.be/AB00K1jjFUc?si=CnNNL-RYhtQ6iPJY>

***Domestic and family violence: how to make a plan to look after yourself***

[https://youtu.be/w9Z5a8gjFX0?si=sEcW0sIU\\_vvphHA](https://youtu.be/w9Z5a8gjFX0?si=sEcW0sIU_vvphHA)

***A European Approach to Ending Violence Against Women and Domestic Violence***

[https://youtu.be/R2rmHL9\\_Ev0?si=9PY6yyiQQjjAKDg1](https://youtu.be/R2rmHL9_Ev0?si=9PY6yyiQQjjAKDg1)

***EU calls for end of violence against women: What are the new legislative proposals?***

<https://youtu.be/1S6BU4yjqv4?si=5OYU4nRglgGCrjo6>

## Module 2: Understanding Trauma and Resilience

### Overview

The following module is an introduction to these two fundamental concepts: trauma and resilience.

According to American Psychological Association (APA) Dictionary of Psychology, trauma is understood as an emotional response to a terrible event producing typical reactions such as shock and denial. Even longer-term reactions include unpredictable emotions, flashbacks, strained relationships, and physical symptoms.

Resilience, According to Dictionary of Psychology, is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility and adjustment to external and internal demands.

### Learning Outcomes

<b>Learning Outcomes Matrix</b>	Knowledge	<ul style="list-style-type: none"> <li>• <i>Recognize trauma and the various behaviours that follow a traumatic event.</i></li> <li>• <i>Build emotional well-being and gain a sense of control following a disaster.</i></li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• <i>Build emotional well-being and gain a sense of control following a disaster.</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>increase your capacity for resilience to the difficulties, using addressed resilience strategies.</i></li> </ul>
	Attitudes	<ul style="list-style-type: none"> <li>• <i>Recognize and respect the psychological and contextual factors influencing behavioural attitudes after traumatic events.</i></li> <li>• <i>Commit to ongoing education and training to stay informed about the latest research, policies, and best practices in traumatic behaviours and resilience building.</i></li> </ul>
	Learning Objectives	<ul style="list-style-type: none"> <li>• <i>Investigate the trauma behavioural profile derived from a traumatic event.</i></li> <li>• <i>Examine the different steps needed to build post traumatic wellbeing.</i></li> <li>• <i>Examine the most effective resilience strategies.</i></li> </ul>

## Theoretical Contents (1 hour)

### Trauma

According to the American Psychology Association, trauma is an emotional response to a terrible event like an accident, crime, natural disaster, physical or emotional abuse, neglect, experiencing or witnessing violence, death of a loved one, war, and more. Immediately after the event, shock and denial are typical. Longer term reactions include

unpredictable emotions, flashbacks, strained relationships, and even physical symptoms like headaches or nausea. While these feelings are normal, some people have difficulty moving on with their lives. Psychologists can help them find constructive ways of managing their emotions.

We all suffer from stress. School can be stressful. The arguments with friends and family can be stressful. These are normal types of stress-producing situations. Sometimes things happen that go beyond what is a normal stress. Events that are extremely stressful events are known as traumas. Traumas are usually situations in which someone suffers abused, is hurt, or thinks it could have been that way. Traumas cause many emotions, such as being confused, terrified, overwhelmed, helpless, angry and/or callous.

When you face trauma, you go into survival coping mode and use survival responses, such as fighting, flee or paralyze. When you experience trauma, especially if it repeats repeatedly, you can stay “stuck” in survival mode. It can be difficult to feel safe. You can feel like your life is out of control. It can be difficult to trust people or get close to them. You can get into a lot of conflicts and dramas with people around you. You may also begin to feel that no one cares about you. Therapy helps young people to overcome these types of thoughts and distressing feelings and to enjoy life more and relationships with others.

Understanding the emotions and normal responses that follow a traumatic event can help you cope with your feelings, thoughts, and behaviours.

Following disaster, people frequently feel stunned, disoriented or unable to integrate distressing information. Once these initial reactions subside, people can experience a variety of thoughts and behaviours. Common responses can be:

- **Intense or unpredictable feelings.** You may be anxious, nervous, overwhelmed, or grief-stricken. You may also feel more irritable or moody than usual.
- **Changes to thoughts and behaviour patterns.** You might have repeated and vivid memories of the event. These memories may occur for no apparent reason

and may lead to physical reactions such as rapid heartbeat or sweating. It may be difficult to concentrate or make decisions. Sleep and eating patterns also can be disrupted. Some people may overeat and oversleep, while others experience a loss of sleep and loss of appetite.

- **Sensitivity to environmental factors.** Sirens, loud noises, burning smells, or other environmental sensations may stimulate memories of the disaster creating heightened anxiety. These “triggers” may be accompanied by fears that the stressful event will be repeated.
- **Strained interpersonal relationships.** Increased conflict, such as more frequent disagreements with family members and coworkers, can occur. You might also become withdrawn, isolated, or disengaged from your usual social activities.
- **Stress-related physical symptoms.** Headaches, nausea, and chest pain may occur and could require medical attention. Preexisting medical conditions could be affected by disaster-related stress.

Fortunately, research shows that most people are resilient and over time can bounce back from tragedy. It is common for people to experience stress in the immediate aftermath, but within a few months most people can resume functioning as they did prior to the disaster. It is important to remember that resilience and recovery are the norm, not prolonged distress.

There are a few steps you can take to build emotional well-being and gain a sense of control following a disaster, including the following:

- **Give yourself time to adjust.** Anticipate that this will be a difficult time in your life. Allow yourself to mourn the losses you have experienced and try to be patient with changes in your emotional state.
- **Ask for support from people who care about you and who will listen and empathize with your situation.** Social support is a key component to disaster

recovery. Family and friends can be an important resource. You can find support and common ground from those who've also survived the disaster. You may also want to reach out to others not involved who may be able to provide greater support and objectivity.

- **Communicate your experience.** Express what you are feeling in whatever ways feel comfortable to you—such as talking with family or close friends, keeping a diary, or engaging in a creative activity (e.g., drawing, moulding clay, etc.).
- **Find a local support group led by appropriately trained and experienced professionals.** Support groups are frequently available for survivors. Group discussion can help you realize that you are not alone in your reactions and emotions. Support group meetings can be especially helpful for people with limited personal support systems.
- **Engage in healthy behaviours to enhance your ability to cope with excessive stress.** Eat well-balanced meals and get plenty of rest. If you experience ongoing difficulties with sleep, you may be able to find some relief through relaxation techniques. Avoid alcohol and drugs because they can be a numbing diversion that could detract from as well as delay active coping and moving forward from the disaster.
- **Establish or reestablish routines.** This can include eating meals at regular times, sleeping and waking on a regular cycle, or following an exercise program. Build in some positive routines to have something to look forward to during these distressing times, like pursuing a hobby, walking through an attractive park or neighbourhood, or reading a good book.
- **Avoid making major life decisions.** Switching careers or jobs and other important decisions tend to be highly stressful and even harder to take on when you're recovering from a disaster.

If you notice persistent feelings of distress or hopelessness and you feel like you are barely able to get through your daily responsibilities and activities, consult with a licensed mental health professional such as a psychologist. Psychologists are trained to help people address emotional reactions to disaster such as disbelief, stress, anxiety, and grief and decide for moving forward. [Link](#)

## **Resilience**

According to APA Dictionary of Psychology, resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility and adjustment to external and internal demands.

Several factors contribute to how well people adapt to adversities, including the ways in which individuals view and engage with the world, the availability and quality of social resources, and specific coping strategies.

Psychological research demonstrates that the resources and skills associated with more positive adaptation (i.e., greater resilience) can be cultivated and practiced.

We all face trauma, adversity, and other stresses. Therefore, it is very important to learn how to adapt to life-changing situations and emerging even stronger than before.

Life may not come with a map, but everyone will experience twists and turns, from everyday challenges to traumatic events with more lasting impact, like the death of a loved one, a life-altering accident, or a serious illness. Each change affects people differently, bringing a unique flood of thoughts, strong emotions, and uncertainty. Yet people generally adapt well over time to life-changing situations and stressful situations—in part thanks to resilience.

Psychologists define resilience as the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress—such as family and relationship problems, serious health problems, or workplace and financial stressors. As much as

resilience involves “bouncing back” from these difficult experiences, it can also involve profound personal growth.

While these adverse events, much like rough river waters, are certainly painful and difficult, they don’t have to determine the outcome of your life. There are many aspects of your life you can control, modify, and grow with. That’s the role of resilience. Becoming more resilient not only helps you get through difficult circumstances, but it also empowers you to grow and even improve your life along the way.

Being resilient doesn’t mean that a person won’t experience difficulty or distress. People who have suffered major adversity or trauma in their lives commonly experience emotional pain and stress. In fact, the road to resilience is likely to involve considerable emotional distress.

While certain factors might make some individuals more resilient than others, resilience isn’t necessarily a personality trait that only some people possess. On the contrary, resilience involves behaviours, thoughts, and actions that anyone can learn and develop. The ability to learn resilience is one reason research has shown that resilience is ordinary, not extraordinary.

Like building a muscle, increasing your resilience takes time and intentionality. Focusing on four core components—connection, wellness, healthy thinking, and meaning—can empower you to withstand and learn from difficult and traumatic experiences. To increase your capacity for resilience to weather—and grow from—the difficulties, use these strategies.

### ***Build your connections***

**Prioritize relationships.** Connecting with empathetic and understanding people can remind you that you’re not alone amid difficulties. Focus on finding trustworthy and compassionate individuals who validate your feelings, which will support the skill of resilience.



The pain of traumatic events can lead some people to isolate themselves, but it's important to accept help and support from those who care about you. Whether you go on a weekly date night with your spouse or plan lunch out with a friend, try to prioritize genuinely connecting with people who care about you.

**Join a group.** Along with one-on-one relationships, some people find that being active in civic groups, faith-based communities, or other local organizations provides social support and can help you reclaim hope. Research groups in your area that could offer you support and a sense of purpose or joy when you need it.

### *Foster Wellness*

**Take care of your body.** Self-care may be a popular buzzword, but it's also a legitimate practice for mental health and building resilience. That's because stress is just as physical as it is emotional. Promoting positive lifestyle factors like proper nutrition, ample sleep, hydration, and regular exercise can strengthen your body to adapt to stress and reduce the toll of emotions like anxiety or depression.

**Practice mindfulness.** Mindful journaling, yoga, and other spiritual practices like prayer or meditation can also help people build connections and restore hope, which can prime them to deal with situations that require resilience. When you write a journal, meditate, or pray, ruminate on positive aspects of your life and recall the things you're grateful for, even during personal trials.

**Avoid negative outlets.** It may be tempting to mask your pain with alcohol, drugs, or other substances, but that's like putting a bandage on a deep wound. Focus instead on giving your body resources to manage stress, rather than seeking to eliminate the feeling of stress altogether.

### *Finding Purpose*

**Help others.** Whether you volunteer with a local homeless shelter or simply support a friend in their own time of need, you can garner a sense of purpose, foster self-worth,

connect with other people, and tangibly help others, all of which can empower you to grow in resilience.

**Be proactive.** It's helpful to acknowledge and accept your emotions during hard times, but it's also important to help you foster self-discovery by asking yourself, "What can I do about a problem in my life?" If the problems seem too big to tackle, break them down into manageable pieces.

For example, if you got laid off at work, you may not be able to convince your boss it was a mistake to let you go. But you can spend an hour each day developing your top strengths or working on your resume. Taking the initiative will remind you that you can muster motivation and purpose even during stressful periods of your life, increasing the likelihood that you'll rise during painful times again.

**Move toward your goals.** Develop some realistic goals and do something regularly—even if it seems like a small accomplishment—that enables you to move toward the things you want to accomplish. Instead of focusing on tasks that seem unachievable, ask yourself, "What's one thing I know I can accomplish today that helps me move in the direction I want to go?" For example, if you're struggling with the loss of a loved one and you want to move forward, you could join a grief support group in your area.

**Look for opportunities for self-discovery.** People often find that they have grown in some respect because of a struggle. For example, after a tragedy or hardship, people have reported better relationships and a greater sense of strength, even while feeling vulnerable. That can increase their sense of self-worth and heighten their appreciation for life.

### *Embrace healthy thoughts*

**Keep things in perspective.** How you think can play a significant part in how you feel—and how resilient you are when faced with obstacles. Try to identify areas of irrational thinking, such as a tendency to catastrophize difficulties or assume the world is out to get you and adopt a more balanced and realistic thinking pattern. For instance, if you feel

overwhelmed by a challenge, remind yourself that what happens to you isn't an indicator of how your future will go, and that you're not helpless. You may not be able to change a highly stressful **event, but you can change how you interpret and respond to it.**

**Accept change.** Accept that change is a part of life. Certain goals or ideals may no longer be attainable because of adverse situations in your life. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.

**Maintain a hopeful outlook.** It's hard to be positive when life isn't going your way. An optimistic outlook empowers you to expect that good things will happen to you. Try visualizing what you want, rather than worrying about what you fear. Along the way, note any subtle ways in which you start to feel better as you deal with difficult situations.

**Learn from your past.** By looking back at who or what was helpful in previous times of distress, you may discover how you can respond effectively to new difficult situations. Remind yourself of where you've been able to find strength and ask yourself what you've learned from those experiences.

## *Seeking help*

*Getting help when you need it is crucial in building your resilience.*

For many people, using their own resources and the kinds of strategies listed above may be enough to build their resilience. But at times, an individual might get stuck or have difficulty making progress on the road to resilience.

A licensed mental health professional such as a psychologist can assist people in developing an appropriate strategy for moving forward. It is important to get professional help if you feel like you are unable to function as well as you would like or perform basic activities of daily living as a result of a traumatic or other stressful life experience. Keep in mind that different people tend to be comfortable with different styles of interaction. To get the most out of your therapeutic relationship, you should feel at ease with a mental health professional or in a support group.

The important thing is to remember you're not alone on the journey. While you may not be able to control all your circumstances, you can grow by focusing on the aspects of life's challenges you can manage with the support of loved ones and trusted professionals.

[Link](#)

## Guided Practice (2 hours)

<b>Learning Activity 1</b>	<b>The Resilience Plan (The Four S's)</b>
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>- Develop a personal resilience plan.</li> <li>- Collaborate and exchange ideas with other people.</li> </ul>

### *The Resilience Plan (The Four S's)*

Resilience is the ability to cope with whatever life throws at you and bounce back stronger and more steadfast than before. Resilient people work through life challenges using personal resources, including social support, coping strategies, sagacity (which is the wisdom and insight that we hold onto), and solution-seeking. This exercise helps you draw on your resilience resources to build a personal resilience plan, which you can use to help you combat any future challenges.

### *Part 1: My Past Sources of Resilience*

#### **Step 1. Recall a recent example of resilience**

Think about a time recently when you overcame a challenge or set back in your life. Perhaps you injured yourself, or received some negative feedback at work, or had an argument with a friend or family member.

*Briefly describe this difficulty below.*

#### **Step 2. Identify supportive people**

What 'supportive people' in your life kept you standing when it would have been easier to fall? For instance, did you call an old friend, or ask a teacher for advice, or perhaps a parent or grandparent gave you a pep talk.

*Write down who you called on for support.*

### **Step 3. Identify strategies**

What 'strategies' did you use to help yourself cope with any negative thoughts and feelings that showed up in response to the difficulty? For example, did you meditate, write in a gratitude journal, or go for a walk, or listen to a particular song or type of music, or have a massage to release tension.

*Write down the strategies you used.*

### **Step 4. Identify sagacity**

What 'sagacity' helped you bounce back from this difficulty? Sagacity is the wisdom and insight that you hold onto. It can come from song lyrics, novels, poetry, spiritual writings, quotes from the famous, the sayings of one's grandparents, or learning from one's own experience.

*Write down your sagacity.*

### **Step 5. Identify solution-seeking behaviours**

What solution-seeking behaviours did you display to help you actively deal with the problem? For example, did you problem-solve, or seek out new information, plan ahead, or negotiate, or speak up and voice your opinion, or ask others for help.

*Write down the solution-seeking behaviours you displayed.*

## **Part 2: My Resilience Plan**

### **Step 6. Describe a current difficulty**

In the space below, describe a current difficulty or challenge that you are facing.

## **Step 7. Apply the resilience plan to the current difficulty**

Given the social support, strategies, sagacity, and solution-seeking behaviours that helped you last time, let us look at how you could use the same or similar resources to help you bounce back from this current difficulty you are facing (identified in the previous step).

*Read through your completed plan and write down the skills, support, strategies, and sagacity that could work again for you. Allow some flexibility here in the sense that the same type of social support/ strategy/ sagacity/ solution-seeking behaviour could be tweaked according to your current situation, for instance going to your manager rather than a parent for support in the face of a work-related problem.*

## **Step 8. Carry out your resilience plan**

The next step is to put your resilience plan into action. To do this, consider the order in which to use your different supports, strategies, sagacity, and solution-seeking behaviours: which resource is most feasible to start with? Often the most feasible resource is the smallest step that you can take, such as calling your partner.

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## **Part 3: Evaluation**

### **Step 9. Evaluate your resilience plan**

Discuss the following:

- How was it for you to carry out your resilience plan? Did it help you bounce back from this difficulty?
- What resources (specific skills/supports/strategies/sagacity) were most helpful to you? Why?
- What resources (specific skills/supports/strategies/sagacity) were least helpful to you? Why?
- Did you not use any resources, and if so, why?
- Is there anything you would like to add to your resilience plan?

- In what other areas of your life could you use your resilience plan? How might things improve for you?

<b>Learning Activity 1</b>	<b>Using Values to Build Resilience</b>
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>- Identify your values.</li> <li>- Managing a challenging life event with values criteria.</li> </ul>

The goal of this exercise is to help you manage a challenging life event by connecting to what is important to you. That is, connecting to your values.

### Step 1. Describe the challenging life event

Take a moment to consider a challenging event that is currently taking place.

*Briefly describe the stressful event below:*

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### Step 2. Identify reasons to get through the challenge

Consider why it is worth it to you to persevere and get through this challenging life situation.

*Come up with as many reasons as you can, and list them in the space below.*

### Step 3. Identify values

Your values are the things that you consider to be important in life, such as honesty, kindness, care, autonomy, helping others, and financial independence. With consideration to the reasons, you listed in step 2, think of values that capture the essence of each of these reasons.

Note, finding the perfect value for each reason is not so important; what matters is if the value makes sense to you personally. It should also be noted that there may be more than one value per reason. Here you have a list of common values:

Acceptance Achievement Advancement & Promotion Adventure Affection Altruism Arts Awareness Beauty Challenge Change Community Compassion Competence Competition Completion Connectedness Cooperation Collaboration Country Creativity Decisiveness Democracy Design Discovery Diversity Environmental Awareness Economic Security Education Effectiveness Efficiency Elegance Entertainment Enlightenment Equality Ethics Excellence Excitement Experiment Expertise Exhilaration Fairness Fame Family Happiness Fast Pace Freedom Friendship Fun Grace Growth Harmony Health Helping Others Helping Society Honesty Humour Imagination Improvement Independence Influencing Others Inner Harmony Inspiration Integrity Intellect Involvement Knowledge Leadership Learning Loyalty Magnificence Making a Difference Mastery Meaningful Work Ministering Money Morality Mystery Nature Openness Originality Order Passion Peace Personal Development Personal Expression Planning Play Pleasure Power Privacy Purity Quality Radiance Recognition Relationships Religion Reputation Responsibility Risk Safety & Security Self-Respect Sensibility Sensuality Serenity Service Sexuality Sophistication Spark Speculation Spirituality Stability Status Success Teaching Tenderness Thrill Unity Variety Wealth Winning Wisdom.

*The values that make persevering through the challenge worth it to me:*

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#### **Step 4. Staying in touch with values**

When stressful life events occur, it can be difficult to stay connected to our values. The stress that results from stressful events can absorb so much of our attention that we lose track of what is truly important to us. And yet, values can serve as a light in the darkness of stressful times, reminding us why is it worth fighting for something, to keep going and to take responsibility. This step involves creating a visual reminder of the values you specified in step 3.

*Using a blank piece of paper (either an individual sheet of paper or a page in a journal), represent your values visually in a way that you chose. You might like to use illustrations, photographs, or words (or a combination of these). You may also consider creating a digital representation of your values, for example by using PowerPoint. Allow yourself to be as creative as you like here, ensuring that however you choose to represent your values resonate with you personally.*



After you have completed your visual values reminder, you can put it somewhere where you can see it every day (e.g., on the refrigerator or office desk). In this way, it can help you to stay in touch with what makes your struggle worth going through.

## Self-Directed Learning

Below is a self-directed learning activity:

<b>Learning Activity 1</b>	<b>RESILIENCE BUILDING PLAN WORKSHEET</b>
<b>Learning Outcome</b>	Develop a Personal Resilience Worksheet

*Students will do this activity independently*

### **Resilience building plan worksheet**

#### **1. Recognize Your Signs of Stress**

- Where do you feel stress in your body?
- What are some of the bad habits you engage in when feeling stressed?

#### **2. Focus on Building Physical Hardiness**

- What kind of small changes can you invest in to improve your health? (Better sleep, better nutrition, hydration, exercise, etc.)
- List one small change you can make now

#### **3. Strengthen the Relaxation Response – Calm Body and Calm Mind**

- List some activities at home that could help you relax.
- List some activities at work that could help you relax.
- Try out some new relaxation skills such as mindfulness or meditation apps such as Calm or Headspace.
- Try some self-soothing activities such as:

- Tactile (Holding something comforting or soothing)
- Smell (Smell of lavender, fresh air)
- Visual (Puppy or kitten photos, looking out the window, etc.)
- Auditory (Listen to music, listen to sounds of nature)
- Taste (Drinking some tea, eating chocolate)

#### ***4. Identify and Use Your Strengths***

Describe a time when you were able to overcome or handle a major challenge in life.

- What did you learn about yourself?
- What personal strengths did you draw upon?
- Draw upon an image of when you were the most resilient.
- How might you apply this strength now?

#### ***5. Increase Positive Emotions on a Daily Basis***

- Identify sources of humour or joy.
- Express gratitude, visit someone or write a letter.
- List your accomplishments.

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#### ***6. Engage in Meaningful Activities***

- Notice what happened on your day that was meaningful on a regular basis.
- What kinds of activities did you find meaningful?
- Identify activities that put you in the flow. (Enjoyable things you do that cause you to lose track of time.)

#### ***7. Counter Unhelpful Thinking***

- Write down what you are thinking about when you get stressed and then ask: What is the worst that can happen, and could I survive it? What is the best that could happen? What would I tell a friend in a similar situation?

- If you can't stop thinking about something, write about it a couple of times over a 4-week period for about 15 minutes each time. Notice how your story changes or your perspective becomes clearer each time.
- If you are being hard on yourself, practice self-compassion and learn to be kind to yourself. Give yourself a mental break or a pat on the back.
- Remember a hero, a coach or a mentor that encouraged you when you doubted yourself.

## 8. Create a Caring Community

- Connect with friends and family on a regular basis.
- Identify your sources of support, at work, at home, and in the community.
- Practice good communication and conflict resolution skills.

## Assessment

Informal assessments such as questioning and formal using Quizzes via [Mentimeter](#).

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## Useful references and resources for further learning

- **Keys to emotional wellbeing and resilience in minors who have suffered trauma:** Scientific article related to how victims of a violent event in childhood carries a higher risk of developing emotional, behavioural and social problems. [Link](#)
- **National Institutes of Health:** Scientific resources regarding Trauma and Resilience. [Link](#)
- **American Psychological Association:** Scientific and professional organization that represents psychologists with interesting resources regarding the topics included in this module from a psychological approach. [Link](#)

## Video 1

<p><b>URL/link to the video</b></p>	<p><a href="https://youtu.be/3qELiw_1Ddg?si=4z7Ov7DZe9Ldgyzu">https://youtu.be/3qELiw_1Ddg?si=4z7Ov7DZe9Ldgyzu</a></p>
<p><b>Title of the video</b></p>	<p><b>What Trauma Taught Me About Resilience   Charles Hunt</b></p>
<p><b>Description of the content of the video</b></p>	<p>Charles Hunt gives a first-person account of the traumatic events that shaped his childhood and adolescence. He gives clues on how to overcome and avoid succumbing to the situation and falling into depression, how to be resilient, how to be unbreakable.</p>
<p><b>Reflective question(s) after/before watching the video</b></p>	<p>What are the tools Charles cites for overcoming trauma?</p> <p>What is the difference between ‘recognizing that one has been a victim’ and ‘remaining a victim’ that he points out in the video?</p> <p>Comment on the expression ‘giving my trauma a purpose’.</p>

## Lesson Plan

Lesson Plan	
<b>Module</b>	<i>Module 2: Understanding Trauma and Resilience</i>
<b>Total Duration</b>	<i>4 hours</i>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Videos.</li> <li>• Notepad/pen.</li> </ul>
<b>Learning Outcome Matrix</b>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• <i>Recognise trauma and the various behaviours that follow a traumatic event.</i></li> <li>• <i>Basis to control following a traumatic event.</i></li> </ul>
	<p><i>Skills</i></p> <ul style="list-style-type: none"> <li>• <i>Build emotional well-being and gain a sense of control following a disaster.</i></li> <li>• <i>increase your capacity for resilience to the difficulties, using addressed resilience strategies.</i></li> </ul>
	<p><i>Attitudes</i></p> <ul style="list-style-type: none"> <li>• <i>Recognize and respect the psychological and contextual factors influencing behavioural attitudes after traumatic events.</i></li> <li>• <i>Commit to ongoing education and training to stay informed about the latest research, policies, and best practices in traumatic behaviours and resilience building.</i></li> </ul>

	<p>Learning objectives</p>	<ul style="list-style-type: none"> <li>• Investigate the trauma behavioural profile derived from a traumatic event.</li> <li>• Examine the different steps needed to build post traumatic wellbeing.</li> <li>• Examine the most effective resilience strategies.</li> </ul>
<p><b>Introduction</b></p>	<p>This course will start with an ice-break activity, due to the sensitivity of the topics explored. Therefore, the approach of this lesson will be collaborative through discussion and then briefly present the theoretical content. Afterwards, the participants will do the first activity related to the resilience plan (The Four S's) with the 3 Parts and 9 Steps, and then the second for using values to build resilience.</p>	
<p><b>Theoretical Contents</b></p>	<p>For the theoretical content we will explore Trauma and Resilience. Trauma as an emotional response to a terrible event producing typical reactions such as shock and denial. And Resilience as the process and outcome of successfully adapting to difficult or challenging life experiences.</p>	
<p><b>Learning Activities</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 1. The Resilience Plan (The Four S's)</b> <ul style="list-style-type: none"> <li>Part 1: My Past Sources of Resilience <ul style="list-style-type: none"> <li>Step 1. Recall a recent example of resilience</li> <li>Step 2. Identify supportive people</li> <li>Step 3. Identify strategies</li> <li>Step 4. Identify sagacity</li> <li>Step 5. Identify solution-seeking behaviours</li> </ul> </li> </ul> </li> </ul>	

	<p><i>Part 2: My Resilience Plan</i></p> <p><i>Step 6. Describe a current difficulty</i></p> <p><i>Step 7. Apply the resilience plan to the current difficulty</i></p> <p><i>Step 8. Carry out your resilience plan</i></p> <p><i>Part 3: Evaluation</i></p> <p><i>Step 9. Evaluate your resilience plan</i></p> <ul style="list-style-type: none"> <li>• <b>Activity 2. Using Values to Build Resilience</b></li> </ul> <p><i>Step 1 Describe the challenging life event</i></p> <p><i>Step 2 Identify reasons to get through the challenge</i></p> <p><i>Step 3 Identify values</i></p> <p><i>Step 4 Staying in touch with values</i></p> <p><b>Self-Directed:</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 1. Resilience Building Plan Worksheet</b></li> </ul> <ol style="list-style-type: none"> <li><i>1. Recognize Your Signs of Stress.</i></li> <li><i>2. Focus on Building Physical Hardiness.</i></li> <li><i>3. Strengthen the Relaxation Response – Calm Body and Calm Mind.</i></li> <li><i>4. Identify and Use Your Strengths.</i></li> <li><i>5. Increase Positive Emotions on a Daily Basis.</i></li> <li><i>6. Engage in Meaningful Activities.</i></li> <li><i>7. Counter Unhelpful Thinking.</i></li> <li><i>8. Create a Caring Community.</i></li> </ol>
<p><b>Assessment</b></p>	<p><i>Informal assessment such as questioning and formal using Quizzes via Mentimeter.</i></p> <p><a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a></p>
<p><b>Useful references</b></p>	<p><a href="https://www.ansiedadyestres.es/es/art/2022/anyes2022a18">https://www.ansiedadyestres.es/es/art/2022/anyes2022a18</a></p>

and resources  
for further  
learning

<https://www.ncbi.nlm.nih.gov/>

<https://www.apa.org/>



# Module 3: Identifying and responding to Domestic Violence

## Overview

This module will start with an ice-breaking activity because of the sensitivity of the topic being explored. Therefore, the approach to this lesson will be collaborative through discussion and then the theoretical content will be briefly presented. The theoretical content is divided into two sections: recognize & ask and respond. The first part explores the different forms of domestic violence and how professionals can act to find out more. For example, the questions they can ask (introductory, direct and indirect). The second part explores the response to abuse and how to support and help the victim.

Participants will then do two group activities:

- **Activity 1-** Scenarios: divided into groups, each group will have a scenario and will have to develop a plan on how to proceed in cases of domestic violence and
- **Activity 2-** Healthy relationships: In this activity participants must do the trust fall exercise. One of them will be blindfolded and fall backwards.

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This will take 10-15 minutes and therefore all participants will sit in a circle and discuss the cycle of abuse/power and control and the cycle of equality to understand the difficulty of victims living their abusive relationships, develop empathy and use this technique of healthy relationships with students, young people etc.

## Learning Outcomes

<p><b>Learning Outcomes</b></p>	<p>Knowledge</p>	<ul style="list-style-type: none"> <li>• Recognize its various forms of domestic violence.</li> <li>• Identify common signs and indicators of domestic violence in victims and abusers.</li> </ul>
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<b>Matrix</b>	Skills	<ul style="list-style-type: none"> <li>• Develop skills to assess and identify victims of domestic violence through observation, questioning, and interaction.</li> <li>• Create and implement safety plans tailored to individual victims' needs and circumstances</li> </ul>
	Attitudes	<ul style="list-style-type: none"> <li>• Recognize and respect the cultural and contextual factors influencing domestic violence and victims' responses.</li> <li>• Commit to ongoing education and training to stay informed about the latest research, policies, and best practices in domestic violence response.</li> </ul>
	Learning Objectives	<ul style="list-style-type: none"> <li>• Investigate the different types of domestic violence and how to recognize it.</li> <li>• Examine how to respond to domestic violence.</li> <li>• Execute new skills in scenarios/case studies.</li> </ul>

## Theoretical Contents (1 hour)

For the theoretical content of this section, the different types of domestic violence and the way in which it can be identified will be examined. In addition, the second part will look at how to deal with domestic violence. This guide can be used by youth workers, health professionals, etc. but can also be used to identify and address domestic violence in different settings such as schools, workplaces, youth centres, etc.

Check this video (5 minutes): [Eggshells - A Short Film About Domestic Abuse \(coercive control, gaslighting, domestic violence\) \(youtube.com\)](https://www.youtube.com/watch?v=...)

### *Recognise and Ask*

Identifying domestic violence is crucial and can be difficult to identify or categorise as such. One of the key tools you can use is your instinct about how you want to proceed with a sign and how you can support the victim(s) of domestic violence.

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Some of the forms of domestic violence include the following:

1. **Physical Signs:** physical injuries, frequent visits to healthcare professionals, wearing clothes that can hide bruises and scratches, facial or dental injuries, chronic fatigue and pregnancy and miscarriage have a strong link to being a victim/survivor of domestic abuse. In heterosexual relationships, the healthcare professionals should be also alert of the following signs: urinary tract infections, unprotected sex, lesion of nipple, STIs, pregnancy and requests for a termination and asked about abuse.
2. **Behavioural Signs:** Afraid of their partner/family member, changes on their behaviour and isolation from friends and family, unexplained absences, change in work performance, stressful calls.

3. **Emotional Signs:** Low self-esteem, depression, anxiety, chronic pain, difficulty sleeping, PTSD. For more check this video: [4 signs of emotional abuse - Viann Nguyen-Feng \(youtube.com\)](#)
4. **Control:** Partner is overly controlling, monitors movements, restricts access to money, friends, or activities.
5. **Online Signs:** threatening messages, posts, emails, change on online behaviour.

In addition, once you have identified any signs of abuse/violence, it is important to ask the person. However, it is extremely important that the person is alone and safe before you ask or talk about it, be aware that talking to a person can be done either online or over the phone.

Some questions to ask before dealing with the issue of abuse can be Yes/No questions, such as whether they are alone or whether it is safe to ask them questions about their relationship. If this conversation is over the internet or phone, it is important to either have a code word/phrase that can be used to stop the conversation or change the subject and know that the main purpose is to keep the person safe after the conversation is over.

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After the initial contact and conversation, it is important to follow up and check that the person is ok or if the abuse is getting worse and make sure they know, can trust you and have someone to contact whether it is you or a domestic violence helpline or emergency helpline.

In addition, if the person does not speak English or the native language of the country, you should ensure that an interpreter is used and make sure that family members or friends are not the translators.

The Consensus Recommendations on Domestic Violence for Child and Adolescent Health (2001, pp. 23-24) provide some direct and indirect questions that can be asked by professionals to adults accompanying children and adolescents:

### ***Introductory Statements (from professionals towards adults who accompany their children)***

- I have begun to ask all the women/parents/caregivers in my practice about their family life as it affects their health and safety, and that of their children. May I ask you a few questions?
- Violence is an issue that unfortunately effects everyone today and thus I have begun to ask all families in my practice about exposure to violence. May I ask you a few questions?

### ***Indirect Questions (from professionals towards adults who accompany their children)***

- What happens when there is a disagreement with your partner/husband/boyfriend or other adults in your home?
- Do you feel safe in your home and in your relationship?

### ***Direct Questions (from professionals towards adults who accompany their children)***

- Have you ever been hurt or threatened by your partner/husband or boyfriend?
- Do you ever feel afraid of (or controlled or isolated by) your partner/husband/boyfriend?
- Has your child witnessed a violent or frightening event in your neighbourhood or home?

### ***Introductory Statements (for teenagers)***

- Many teens your age experience threats, name calling, uninvited touching, sex or violence, so I ask all my teen patients about it. May I ask you a few questions?

- I don't know if this is a concern for you, but many teens I see are dealing with violence or bullying issues, so I've started asking questions about violence routinely.
- Sometimes when I see an injury like yours, it's because somebody got hit. How did you get this injury/bruise?
- Now I am going to ask you confidential questions. The answers are confidential, unless your health is in immediate danger.
- How are disagreements handled in your family?

### ***Indirect Questions (for teenagers)***

- Are you in a relationship or seeing anyone?
- Do you have a boyfriend or girlfriend? What happens when you disagree with them?
- How are your parents getting along?
- How often do you have yelling or screaming fights? Do any of them involve pushing or slapping?

### ***Direct Questions (for teenagers)***

- Sometimes if someone is being hurt in her/his own relationship, they may have seen it happen in their own family. Have you seen anyone get hurt in your home?
- Teens see a lot of violence these days. Seeing parents or other adults fight can feel as bad as being hit yourself. Has this happened to you?
- We all have disagreements sometimes with family members or friends. Have you ever been hurt or threatened by anyone?
- Have you ever been hurt - hit, kicked, slapped, shoved, pushed by a friend or person you know?

- Have you ever been forced to do something sexual that you didn't want to do? -as part of sexual history.
- Do you ever feel afraid of or controlled by someone you're dating or a friend?
- Has anyone hit you at home in the last year?

## **Respond**

Once you recognise and ask the person about it, your answer is extremely important. As the person who heard the person share their experience you must validate it but expressing that you believe it and that it is not their fault. Because of the vulnerability of the situation, you need to support this person with all the information available to them and ask them what they need.

It is important to explain any confidentiality procedures and how and with whom you will share any information. Information and support may include the following:

- Listen to and support the survivor's story without judging or validating the survivor's experience.
- Support on how to develop a safety plan with a safe place to go or emergency contacts, how to set aside some money and important documents.
- Medical support for any injuries or any other health care information.
- Legal support about custody rights, police reports and restraining orders.
- Counselling and information sharing about emotional support.

Responding can take you a step further and although it is challenging to manage, you can contact your local centres or government agencies for further advice and guidance. You should always inform and have permission from the person concerned to contact and share information about them with local services etc.

## Guided Practice (2 hours)

<b>Learning Activity 1</b>	Group Work: Separate into teams, each team will have one scenario and need to develop a plan on how they will proceed.
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>- Develop skills on how to respond on domestic violence cases.</li> <li>- Collaborate and exchange ideas with other people.</li> <li>- Understand your local context and research about it.</li> </ul>

This activity will take 60 minutes. All groups will have 20 minutes to discuss and then each group will have 5 minutes to share their ideas.

At the end, each group can provide feedback to the other on how they handled each scenario. First the groups should read the purple scenarios and discuss what they recognise and what they asked the other person. Then they will read the green scenario and respond accordingly (*If one of the groups has the fourth purple scenario that means they will read the fourth green scenario*).

<b>Scenario 1- Youth worker</b>
<p>You notice that a young person (Alex) in the youth centre is sad, and you saw him crying. You begin to notice that he is not participating in activities as before. You noticed a bruise on his arm.</p> <p>What are you going to do?</p> <p>Alex: cisgender, straight, male, 20s (he/him)</p>
<b>Scenario 2- Your Friend</b>



You notice that your friend (Ed) is stressed every time his partner calls him. In addition, they avoid some of your regular gatherings and you do not get together often.

What do you do?

Ed: cisgender, gay, male, 20s (he/him)

### Scenario 3- Healthcare professional

You notice some bruising on your young patient (Laura). She and her partner are in the examination room. Laura has visited because of stomach pain.

What are you going to do?

Laura: cisgender, straight, female, 20s (She/her)

### Scenario 4- Teacher

You notice that one of your students (Nik) is showing signs of depression, not doing his homework and isolating himself from the other children.

What do you do?

Nik: trans female, straight, 10 (they/them)

### Scenario 5- Youth worker

You notice that a young colleague of yours (Anna) has been pregnant and anxious for the last few days. She is not sleeping well and is missing several deadlines.

What are you going to do?

Anna: cisgender, straight, female, 30s (she/her)

### Scenario 6- Colleague

You notice that your colleague (Daniel) is isolated from meetings and has signs of PTSD. He is not talking and sharing his ideas and are signs of low self-esteem. Also, the other day he was on the phone with his wife and was scared and stressed.

What are you going to do?

Daniel: cisgender, straight, male, 20s (he/him)

#### Topics for discussion:

- Identify the type of domestic violence,
- Develop a response plan,
- Understanding of the challenges of different cases,
- Search for legal actions for your country.

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#### Background stories- What really happened?

You can read the behind-the-scenes stories and learn the answers to what really happened after you recognize and ask questions and then proceed with response.

### Scenario 1- Youth worker

Alex is going through a difficult time because of personal problems. His parents are going through a divorce, and the boy is unable to express his feelings about it, continues to fight at school and isolates himself from his peers.

### Scenario 2- Your friend

Ed has been in an abusive relationship for the past year. Everything was fine at first, but his partner is verbally and physically abusing him. He gets angry when Ed meets other people, including his friends and family. The last time they argued over Ed meeting his friends and Ed's partner physically assaulted him.

### Scenario 3- Healthcare professional

Laura is in an abusive relationship. Her partner has threatened to lock her out of the house, and she has no control over finances or the home. Her partner physically abuses her, but she has no one to help her.

### Scenario 4- Teacher

Nik is trans and his peers don't know it. Their mother found out and hid it from her partner (not Nik's father). The partner abuses Nik's mother and Nik. He abuses them emotionally and physically.

The mother wants to protect Nik and asked them to stay with their grandparents.

### Scenario 5- Youth worker

Anna is in an abusive marriage. Her husband verbally abuses her and last week he physically attacked her and kicked her several times in the stomach and accused her of not being the father of their unborn child.

No one around her knows what is going on and most of the time they tell her how lucky she is to have found a loving and caring husband, most of her friends are her husband's

friends because she migrated from Africa 10 years ago and has no family or friends here. Her husband was born and raised in the country where they are now.

**Scenario 6- Colleague**

Daniel is in an abusive relationship from his wife. His wife is emotionally and physically abusive to him. She calls him names and tells him he is worthless. She also beats him and controls what he does and where he goes.

Daniel is afraid of what others will think about him being in an abusive relationship.

<b>Learning Activity 2</b>	Healthy Relationships
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>- Understand the cycle of abuse, the wheel of power &amp; control and the wheel of equality,</li> <li>- Examine healthy relationships and trust.</li> </ul>

**Recognise the cycle of abuse and recognise the impact on children/adolescents/young people.**



*Breaking the cycle of violence against women- Training Pack for Victims of Domestic Violence (page. 17).*

- Tension Building: Abuser may feel annoyed, ignored etc and some conflicts over children or misunderstandings or the pressure of daily life.
- Incident: In this step of the cycle, abuse occurred either verbal, emotional, sexual or physical.
- Reconciliation: Abuser may feel remorse, guilty or fear and the victim will feel fear, humiliation, disrespect and maybe they will feel responsible. In this stage, the abuser may be apologetic, and both can ignore the incident.
- Calm: During this period the incident is forgotten, and no abuse is taking place.

**Once you have identified the cycle of abuse, consider the following wheels. The wheel of power and control and the wheel of equality. Talk to a group of young people about this and let them share any examples of any of the wheels. For example, what the use of male privilege might look like and what respect looks like.**



**“Power and Control Wheel** created by the Domestic Abuse Intervention Project in Duluth, MN. The Power and Control Wheel diagram below assumes she/her pronouns for survivors and he/him pronouns for partners. However, the abusive behaviour it details can happen to people of any gender or sexuality.”

[\(https://www.thehotline.org/identify-abuse/power-and-control/\)](https://www.thehotline.org/identify-abuse/power-and-control/)

“The Equality Wheel is a visual representation of the qualities necessary for healthy relationships and serves as a guide for individuals who have engaged in abusive behaviour to transition towards non-violent partnerships.



It is an integral part of the Duluth Model, which aims to address domestic violence dynamics. The Equality Wheel, used alongside the [Duluth Power and Control Wheel](#), helps raise awareness, educate, and promote positive relationship dynamics based on respect, equality, and the absence of violence. By utilising the Equality Wheel, professionals and individuals can gain insights into the essential qualities and behaviours

required to foster respectful and equal partnerships, facilitating personal growth and breaking the cycle of abuse.” (<https://www.socialworkerstoolbox.com/the-equality-wheel-the-duluth-model/>)

## Self-Directed Learning

Below are some self-directed learning activities:

<b>Learning Activity 1</b>	Online trainings- <a href="https://www.learningtoendabuse.ca/online-training/index.html">https://www.learningtoendabuse.ca/online-training/index.html</a>
<b>Learning Outcome</b>	Explore in-depth how to identify and respond to domestic violence.
<b>Learning Activity 2</b>	Observe and Act: Participants can watch the following video and discuss on observe how they feel and how they will respond: <a href="https://www.youtube.com/watch?v=...">How to Intervene to Prevent Domestic Violence in the Workplace (youtube.com)</a>

<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>- Explore different approaches on how to respond on signs to domestic violence,</li> <li>- Develop critical understanding on the importance of respond and observation.</li> </ul>
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## Assessment

An assessment for this module is the following quizzes

Aspects to consider	Your Answer
What are types of domestic violence?	
How must you respond?	
What is one new thing you learn during the theoretical part or the activities?	

## Useful references and resources for further learning

### Video 1

<b>URL/link to the video</b>	<a href="#">Identifying and Responding to Family Violence training (youtube.com)</a>
<b>Title of the video</b>	Identifying and Responding to Family Violence training
<b>Description of the content of the video</b>	This video is a training from Toy Libraries Australia (AGM) and aims to identify domestic violence and responds to it.
<b>Reflective question(s) after/before watching the video</b>	<ul style="list-style-type: none"> <li>- What did you learn?</li> <li>- Is it something you can use in your local context?</li> <li>- How can this training be improved?</li> </ul>

### Video 2

<b>URL/link to the video</b>	<a href="#">Identifying and Responding to Domestic Violence and Abuse (DVA) in Pregnancy (youtube.com)</a>
<b>Title of the video</b>	Identifying and Responding to Domestic Violence and Abuse (DVA) in Pregnancy
<b>Description of the content of the video</b>	This video is informative specifically.



<b>Reflective question(s) after/before watching the video</b>	<ul style="list-style-type: none"> <li>- What did you learn?</li> <li>- Is it something you can use in your local context?</li> <li>- How can this training be improved?</li> </ul>
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### Resource 1

URL	<a href="https://breakthecycle.sa.gov.au/translated#translatedfs">https://breakthecycle.sa.gov.au/translated#translatedfs</a>
Title	Break the Cycle
Description of the content	This website provides domestic, family and sexual violence fact sheets in 25 languages.
Reflective question(s) after/before the resource	<ul style="list-style-type: none"> <li>- What did you learn?</li> <li>- Is it something you can use in your local context?</li> <li>- How can this training be improved?</li> </ul>

### Resource 2

URL	<a href="#">About the IRIS programme - IRISi</a>
Title	IRIS

<p><b>Description of the content</b></p>	<p>IRIS is a specialist domestic violence and abuse (DVA) training, support and referral programme for General Practices that has been positively evaluated in a randomised controlled trial.</p>
<p><b>Reflective question(s) after/before the resource</b></p>	<ul style="list-style-type: none"> <li>- What did you learn?</li> <li>- Is it something you can use in your local context?</li> <li>- How can this training be improved?</li> </ul>

### Resource 3

<p><b>URL</b></p>	<p><a href="https://www.ojp.gov/ncjrs/virtual-library/abstracts/identifying-and-responding-domestic-violence-consensus">https://www.ojp.gov/ncjrs/virtual-library/abstracts/identifying-and-responding-domestic-violence-consensus</a></p>
<p><b>Title</b></p>	<p>Identifying and Responding to Domestic Violence: Consensus Recommendations for Child and Adolescent Health</p>
<p><b>Description of the content</b></p>	<p>These guidelines offer recommendations for child and adolescent health care providers in screening and responding to domestic violence; the guidelines also emphasize the need for child health providers to engage in, model, and assume leadership in delivering effective primary prevention of domestic violence as well as other types of family and community violence.</p>
<p><b>Reflective question(s)</b></p>	<ul style="list-style-type: none"> <li>- What did you learn?</li> <li>- Is it something you can use in your local context?</li> </ul>

<b>after/before the resource</b>	- How can this resource be improved?
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### Resource 4

<b>URL</b>	<a href="https://thehideout.org.uk/wp-content/uploads/2015/07/spiralling_toolkit.pdf">https://thehideout.org.uk/wp-content/uploads/2015/07/spiralling_toolkit.pdf</a>
<b>Title</b>	Spiralling tool kit for safer, healthier relationships
<b>Description of the content</b>	Information, activities and resources tool kit for teachers.
<b>Reflective question(s) after/before the resource</b>	<ul style="list-style-type: none"> <li>- What did you learn?</li> <li>- Is it something you can use in your local context?</li> <li>- How can this resource be improved?</li> </ul>

### Lesson Plan

<b>Lesson Plan</b>	
<b>Module</b>	<i>Module 3: Identifying and responding to Domestic Violence</i>
<b>Total Duration</b>	<i>4 hours</i>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Videos.</li> <li>• Notepad/pen.</li> </ul>

<b>Learning Outcome Matrix</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>• <i>Recognize its various forms of domestic violence and identify common signs and indicators of domestic violence in victims and abusers.</i></li> </ul>
	<i>Skills</i>	<ul style="list-style-type: none"> <li>• <i>Develop skills to assess and identify victims of domestic violence through observation, questioning, and interaction.</i></li> <li>• <i>Create and implement safety plans tailored to individual victims' needs and circumstances</i></li> </ul>
	<i>Attitudes</i>	<ul style="list-style-type: none"> <li>• <i>Recognize and respect the cultural and contextual factors influencing domestic violence and victims' responses.</i></li> <li>• <i>Commit to ongoing education and training to stay informed about the latest research, policies, and best practices in domestic violence response.</i></li> </ul>
	<i>Learning objectives</i>	<ul style="list-style-type: none"> <li>• <i>Investigate the different types of domestic violence and how to recognize it.</i></li> <li>• <i>Examine how to respond to domestic violence.</i></li> <li>• <i>Execute new skills in scenarios/case studies.</i></li> </ul>
<b>Introduction</b>	<p><i>This course will start with an ice-break activity, due to the sensitivity of the topics explored. Therefore, the approach of this lesson will be collaborative through discussion and then briefly present the theoretical content. Afterwards, the participants will do the first activity with the scenarios and then the second for healthy relationships.</i></p>	
<b>Theoretical Contents</b>	<p><i>For the theoretical content will be explored; the different types of domestic violence and how it can be identified will be explored. In addition, the</i></p>	

	<p><i>second part will examine how to deal with domestic violence. This guide can be used by youth workers, health professionals, etc., but can also be used to identify and address domestic violence in different settings, such as schools, workplaces, youth centres, etc.</i></p>
<p><b>Learning Activities</b></p>	<p><i>Group Activities:</i></p> <ul style="list-style-type: none"> <li>• <i>Activity 1- Scenarios: Separate into teams, each team will have one scenario and need to develop a plan on how they will proceed with the cases of domestic violence.</i></li> <li>• <i>Activity 2- Healthy Relationships: In this activity the participants must understand the cycle of abuse, the wheel of power &amp; control and the wheel of equality and examine healthy relationships and trust.</i></li> </ul> <p><i>Self-Directed:</i></p> <ul style="list-style-type: none"> <li>• <i>Activity 1- Online training: Explore in-depth how to identify and respond to domestic violence.</i></li> <li>• <i>Activity 2- Observe and Act: Participants will watch a video and observe how they feel and how they will respond: Explore different approaches on how to respond on signs to domestic violence, develop critical understanding on the importance of respond and observation.</i></li> </ul>
<p><b>Assessment</b></p>	<p><i>Students will have to answer the following questions and self-reflect on their answers:</i></p> <ul style="list-style-type: none"> <li>• <i>What are types of domestic violence?</i></li> <li>• <i>How must you respond?</i></li> <li>• <i>What is one new thing you learn during the theoretical part or the activities?</i></li> </ul>

Useful  
references  
and  
resources for  
further  
learning

- [Identifying and Responding to Family Violence training \(youtube.com\)](#)
- [Identifying and Responding to Domestic Violence and Abuse \(DVA\) in Pregnancy \(youtube.com\)](#)
- <https://breakthecycle.sa.gov.au/translated#translatedfs>
- [About the IRIS programme - IRISi](#)
- <https://www.ojp.gov/ncjrs/virtual-library/abstracts/identifying-and-responding-domestic-violence-consensus>
- [https://thehideout.org.uk/wp-content/uploads/2015/07/spiralling\\_toolkit.pdf](https://thehideout.org.uk/wp-content/uploads/2015/07/spiralling_toolkit.pdf)

## Module 4: Child protection and safeguarding

### Overview

This module will focus on the necessity of learning and combating domestic violence to ensure children’s safety and further development. The day’s learning will cover knowledge, skills, and attitudes that would enable us to protect children.

### Learning Outcomes

<b>Learning Outcomes Matrix</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>• Understand the definitions and scope of child protection and safeguarding</li> <li>• Recognize the signs and symptoms of domestic violence in young people.</li> <li>• Comprehend the psychological and behavioural impacts of domestic violence on children's development</li> </ul>
	<i>Skills</i>	<ul style="list-style-type: none"> <li>• Ability to identify and respond to signs of domestic violence</li> <li>• Develop skills in communicating with children affected by domestic violence</li> <li>• Formulate strategies to support and protect children experiencing domestic violence</li> </ul>
	<i>Attitudes</i>	<ul style="list-style-type: none"> <li>• Foster empathy and understanding towards children affected by domestic violence</li> <li>• Develop a proactive approach to safeguarding and child protection</li> <li>• Encourage a commitment to ongoing learning and advocacy in child protection</li> </ul>

	<p><i>Learning objectives</i></p>	<ul style="list-style-type: none"> <li>• Identify key indicators of domestic violence in young people</li> <li>• Describe the short and long-term effects of domestic violence on children’s behaviour</li> <li>• Apply best practices for safeguarding children in educational and community settings</li> </ul>
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## Theoretical Contents (1 hour)

### 1. Definitions and Importance of Child Protection and Safeguarding

Distribute the Handout on Key Concepts (*available at the end of the module*)

Begin with concise definitions:

- **Child Protection:** Strategies and systems that prevent and address ill-treatment, disregard, exploitation, and assault on minors.
- **Safeguarding:** A broader term including child protection, which also aims to promote children's welfare through shielding them from harm.

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#### Justify why this is important:

- The right to safety from harm for all children needs to be protected.
- Protection and safeguarding enable sound physical, emotional and psychological development.
- It prevents long-term societal costs and creates a safer society based on justice.

### 2. Overview of Domestic Violence: Types, Prevalence, and Risk Factors

- **Types of Domestic Violence:** Physical, emotional, psychological, sexual, and economic abuse.



1. **Physical Abuse:**

**Definition:** The intentional use of physical force that may cause injury to the other person's body or even lead to permanent disability or death.

**Examples:** Striking, beating, pushing, throttling and using weapons.

2. **Emotional Abuse:**

**Definition:** Non-physical acts aimed at making someone feel humiliated, small or afraid.

**Examples:** name calling, threats, constant criticism and manipulation.

3. **Psychological Abuse:**

**Definition:** Actions that make a person feel frightened, imprisoned or under command by another person.

**Examples:** Persistent watching forced isolation from friends and family members and excessive controls on activities.

4. **Sexual Abuse:**

**Definition:** All forms of non-consensual sex.

**Examples:** Gang rape, sexual assault, forced involvement in sexual activities and coercive sex acts.

5. **Economic Abuse:**

**Definition:** Restricting their access to money resources thereby impeding their ability to fend for themselves.

**Examples:** Denial of money, controlling financial choices made by the victim and preventing work opportunities.

## ***Prevalence of Domestic Violence Impacting Children:***

Children are profoundly affected by domestic violence both directly and indirectly. Some figures indicate the extent to which children in Europe might become exposed to domestic violence.

### **European Union:**

- As many as one out of every four children in EU member countries have witnessed or experienced domestic violence during their childhoods.
- According to a European study, there are about nineteen million children who suffer from domestic violence in the European Union annually.
- **Risk Factors:** Substance abuse, poverty, lack of education and previous experiences with violence can also be discussed as factors that increase the chances for domestic violence.

There are various factors that increase the chances of violence at home. Among them are:

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#### **1. Substance Abuse:**

- A major risk factor includes alcohol and substance abuse whereby offenders generally use drugs as an excuse for their violent acts. For instance, a lot of incidents related to family violence have been reported to involve alcohol consumption.

#### **2. Poverty:**

- Economic problems within families cause more tension raising chances for such mishappenings (domestic) occurring. Poor families may not have resources needed for escaping from abusive situations thus making it hard for them avoid being trapped within cycle of violence.

#### **3. Low Educational Standards:**

- There is a link between low educational attainments and higher risks of perpetrating or experiencing domestic violence. Education could also affect one's knowledge about her rights and support systems available.

#### **4. Previous Experiences of Violence:**

- Grown-ups who have witnessed or undergone violent occurrences during their youth have high chances of engaging themselves in violent relationships during adulthood. This involves the act of perpetuating violence as well as becoming victimized.

#### **5. Cultural and Societal Norms:**

- Some cultures perceive violence to be an acceptable solution for conflicts among people within specific communities whilst others hold societal norms that permit it, gender inequality, rigid gender roles contribute to the incidence of domestic violence. Some cultures recognize this aspect as an alternative way or settling disputes.

#### **6. Mental Health Issues:**

- Domestic violence can result to mental health problems like anxiety and depression or vice versa. Perpetrators may suffer from unaddressed mental health issues while victims mostly undergo through mental health consequences as a result of their victimization

### **Conclusion:**

Knowledge of the kinds, incidence, and causes of domestic violence is a great way of taking good care of the children and protecting them from abuse. Through awareness of such aspects, the educators along with social workers and members of the community will be well positioned to first detect, and second fathom means and ways to address the debacle of domestic violence hence reducing its effects on children.

### **3. Behavioural and Emotional Symptoms of Children Exposed to Domestic Violence**

- **Short-term Symptoms:** These include anxiety, fear, anger, withdrawal, regression, for instance, bed wetting as well as changes in behaviour and performance at school.
- **Long-term Symptoms:** Depression, severe anxiety, relational issues, aggressive tendencies, and the chance of developing a substance abuse problem.

### **4. Long-term Effects on Mental Health and Development**

- **Mental Health:** Constant stress, anxiety disorders, depression, and probability of suicidal promotion.
- **Developmental Impact:** Learning disability, academic problem, learning disability, and endangering of child abuse patterns.

### **5. Legal Frameworks and Policies for Child Protection**

- **International Laws:** The United Nations Convention on the Rights of the Child (UNCRC).
- **National Laws and Policies:** Specific laws relevant to the country or region.

#### **Portugal:**

- **Law on Protection of Children and Young People in Danger (Lei de Proteção de Crianças e Jovens em Perigo):** This law aims to ensure the protection of children and young people at risk. It outlines the responsibilities of parents, the state, and society in protecting children from harm.
- **Law No. 112/2009 on Domestic Violence:** This law criminalizes domestic violence and provides measures for the protection and support of victims,

including children. It includes restraining orders, emergency shelter provisions, and mandatory reporting by professionals.

### Spain:

- **Organic Law 1/2004 on Integrated Protection Measures against Gender Violence (Ley Orgánica de Medidas de Protección Integral contra la Violencia de Género):** This comprehensive law addresses domestic violence and includes specific measures for the protection of children who witness or are affected by domestic violence.
- **Law 26/2015 on the Protection of Children and Adolescents (Ley de Protección a la Infancia y a la Adolescencia):** This law strengthens the protection of children and adolescents, ensuring their rights are safeguarded, including those exposed to domestic violence.
- **Pact of State against Gender Violence (Pacto de Estado contra la Violencia de Género):** A political agreement to implement a range of measures to combat gender-based violence, including specific actions to protect and support children affected by domestic violence.

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### Italy:

- **Law No. 154/2001 on Measures against Violence in Family Relations (Legge 154/2001):** This law provides protection orders for victims of domestic violence and includes provisions for children.
- **Law No. 119/2013 on Urgent Measures to Ensure the Safety of Citizens (Legge 119/2013):** Also known as the "Anti-Stalking Law," it includes measures to protect victims of domestic violence and stalking, with particular attention to the impact on children.

### Germany:

- **Protection Against Violence Act (Gewaltschutzgesetz - GewSchG):** This law provides for protection orders and measures to protect victims of domestic

violence, including children. It allows for restraining orders and removal of the perpetrator from the home.

- **Child and Youth Welfare Act (Kinder- und Jugendhilfegesetz - KJHG):** Also known as Book VIII of the Social Code, it outlines the responsibilities of child and youth welfare services in protecting children from harm, including those affected by domestic violence.
- **Federal Child Protection Act (Bundeskinderschutzgesetz - BKiSchG):** A comprehensive law aimed at strengthening the protection of children, including measures to prevent and address domestic violence.

### Cyprus:

- **Violence in the Family (Prevention and Protection of Victims) Law of 2000 (Νόμος για τη Βία στην Οικογένεια):** This law criminalizes domestic violence and provides for the protection and support of victims, including children. It includes provisions for restraining orders and emergency protective measures.
- **Children's Law (Cap. 352):** A general framework for the protection of children's rights in Cyprus, including those exposed to domestic violence.
- **National Strategy on the Prevention and Combating of Violence in the Family:** A strategy that outlines actions and measures to prevent domestic violence and support victims, with specific provisions for protecting children.

### Conclusion:

All these countries have formulated and implemented laws and policies that would safeguard children from domestic violence and their best interests. These are the actions performed to prevent domestic violence occurrence and protective measures to be taken that would offset the effects of domestic violence to children.

- **Child Protection Agencies:** Role and responsibilities of governmental and non-governmental organizations in protecting children.

## Portugal:

- **Comissões de Proteção de Crianças e Jovens (CPCJ):**
  - These are the Commissions for the Protection of Children and Young People, which operate at a local level to ensure the protection and promotion of the rights of children and young people at risk.
  - Website: [CPCJ](#)
- **Instituto da Segurança Social (ISS):**
  - The Social Security Institute plays a role in child protection, providing support and services to children and families in need.
  - Website: [ISS](#)

## Spain:

- **Observatorio de la Infancia (Childhood Observatory):**
  - This agency is part of the Ministry of Social Rights and Agenda 2030 and works on policies and measures for the protection of children.
  - Website: [Observatorio de la Infancia](#)
- **Fundación ANAR (Aid to Children and Adolescents at Risk Foundation):**
  - A non-profit organization that offers a helpline and various support services for children and adolescents at risk.
  - Website: [ANAR](#)

## Italy:

- **Dipartimento per le Politiche della Famiglia (Department for Family Policies):**
  - Part of the Presidency of the Council of Ministers, this department coordinates policies and measures for family and child protection.
  - Website: [Dipartimento per le Politiche della Famiglia](#)
- **Telefono Azzurro:**
  - An organization dedicated to the protection of children and adolescents, offering helplines and support services.

- Website: [Telefono Azzurro](#)

### **Germany:**

- **Jugendamt (Youth Welfare Office):**
  - The Youth Welfare Offices operate at the municipal level, providing services and support for the protection and welfare of children and adolescents.
  - Website: [Jugendamt](#)
- **Kinderschutz-Zentren (Child Protection Centers):**
  - These centers offer specialized services for children at risk of abuse and neglect.
  - Website: [Kinderschutz-Zentren](#)

### **Cyprus:**

- **Σύνδεσμος για την Πρόληψη και Αντιμετώπιση της Βίας στην Οικογένεια (SPAVO) (Association for the Prevention and Handling of Violence in the Family):**
  - A non-governmental organization that provides support and services to victims of domestic violence, including children.
  - Website: [SPAVO](#)
- **Social Welfare Services:**
  - Part of the Ministry of Labour, Welfare, and Social Insurance, this department provides various welfare services, including child protection.
  - Website: [Social Welfare Services](#)

These agencies and organizations play a key role in advocating for children's rights and needs, as well as in offering care and protection to such children who require such attention and in the fight against domestic violence.



## 6. Role of Educators and Youth Workers in Safeguarding

- **Identifying Signs:** Education on signs of abuse, and signs of child neglect.
  1. **Physical Signs:**
    - **Bruises, burns, or injuries:** Injuries can reoccur, especially when there is no apparent cause, or they can have a shape of an object that was used to cause the harm, and this may point to a pattern of physical abuse.
    - **Poor hygiene or malnutrition:** Examples of such signs may be smelly and unkink garments, unattended illnesses, or constant ravening.
  2. **Behavioural Signs:**
    - **Withdrawal or aggression:** The emotional or psychological abuse would include the sitz where the individual suddenly becomes withdrawn, aggressive or anxious.
    - **Fear of certain individuals:** For instance, a child who has fear or tries to avoid a given person maybe is being abused by that person.
  3. **Emotional Signs:**
    - **Low self-esteem:** If a child frequently receives negative messages from parents and teachers, they are likely to develop low self-esteem.
    - **Developmental delays:** Emotional abuse and or neglect can cause speech delay, motor developmental delay and social developmental delay.
  4. **Academic Signs:**
    - **Decline in performance:** Rates of absenteeism and signs of the deterioration in academic performance or a decrease in interest in any scholastic activities is also a sign that is likely to be strengthen.

- **Frequent absences:** There are high chances that when workers are often away from work, they have issues to deal with at home such as cases of abuse.

**Reporting Procedures:** Policies regarding how to report cases that are suspected to be cases of abuse.

### 1. Designated Safeguarding Lead (DSL):

- Particularly, every school or other community institution should have a trained DSL who would address the reports of abuse.
- The DSL Should outline how anybody in the organisation can raise a concern and disclose it without fear of reprisals.

### 2. Legal Requirements:

- Youth workers and educators should know their legal requirements of reporting. This entails awareness of the special features surrounding the requirements of America or any other country in the world.

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### 3. Step-by-Step Process:

- **Observation:** In case of abuse is suspected, any observation should be recorded in detail according to date and time the signs were observed, or when the specific sign was observed.
- **Initial Report:** In any case where an employee feels that they have been harassed they should report the matter to the DSL or any other personnel of higher rank in the organization.
- **External Reporting:** Regulations should dictate when and how the DSL should take the report to the local children's protective service or the police, if required.

### 4. Confidentiality:

- It is important to keep all the reports a professional secret to safeguard the child and the reporter against any form of vengeance.

**Support and Advocacy:** How to help the children who are affected, know how to engage with the families and how to promote for child protection policies and services.

### 1. Emotional and Psychological Support:

- **Listening and Validation:** Allow the children to share ideas and issues that they may want to discuss. Alleviate their concerns and teach them that it's not their fault.
- **Counselling Services:** Refer child with counselling as this type of therapy is crucial in handling the mental and psychological aspects of a child.

### 2. Educational Support:

- **Academic Assistance:** Supply additional educational assistance to ensure that children can continue with their schooling since home matters could just precede the children dropping out.
- **Safe Environment:** Make sure that school or community centre is a safe place where child would like to be and feels secure.

### 3. Family Engagement:

- **Parental Involvement:** Effect efforts alongside the families to help support resources which might reduce the impacts of domestic violence. This might encompass, Parenting courses, Anger management courses, and social services.
- **Home Visits:** Initiate home visits when viable and suitable, to assess the child's circumstances and provide services to the family.

### 4. Advocacy:

- **Policy Development:** Promote appropriate policies for the protection of children in the event served or worked for in the school or elsewhere. This includes policies against bullying, programs for students' mental health, and general protection measures as well as policies.
- **Resource Allocation:** Call for sufficient Head of Fund for intending Child protection campaign, awareness, courses, counselling services and family interventions.
- **Community Awareness:** Educate the population on the issue of domestic violence and its consequences on children using community-oriented meetings, seminars, and advertisements.

**5. Collaboration:**

- **Multi-Agency Work:** Cooperate with other agencies in charge of child wellbeing such as social services, healthcare facilities, as well as police.

**Networking:** Develop a list of contacts that can provide extra assistance and/or services to children who may be molested and their families.

**Guided Practice (2 hours)**

<b>Learning Activity 1</b>	Group Discussion and Analysis of Case Studies on Domestic Violence Impacts
<b>Learning Outcome</b>	<ul style="list-style-type: none"> <li>• identify and analyse the impact of domestic violence on children and practice discussing sensitive issues.</li> </ul>

**Description:** Learners will be divided into small groups and given different case studies that describe various scenarios of domestic violence and its impact on children.

*Steps:*

1. Provide each group with a case study. Examples:
  - **Case Study A:** A 7-year-old girl showing signs of anxiety and withdrawal after witnessing physical violence between her parents.
  - **Case Study B:** A 10-year-old boy displaying aggressive behaviour at school due to emotional abuse at home.
  - **Case Study C:** A teenager experiencing depression and academic decline after long-term exposure to domestic violence.
  
2. Ask each group to discuss the following questions:
  - What are the main issues in this case?
  - What signs of domestic violence are present?
  - How might the child’s behaviour be affected by the violence?
  
3. Each group presents their findings to the class.

<b>Learning Activity 2</b>	Role-Playing Exercises to Practice Communication Strategies with Affected Children
<b>Learning Outcome</b>	To develop and refine communication skills necessary for supporting children affected by domestic violence.

**Description:** Learners will engage in role-playing exercises to practice effective communication strategies with children affected by domestic violence.

*Steps:*

1. Divide the class into pairs. Assign one learner to play the role of the child and the other the role of the educator or social worker.
  
2. Provide scenarios for role-play, such as:

- A child confiding about their fear of going home.
  - A child exhibiting disruptive behaviour in class.
  - A teenager expressing feelings of depression and hopelessness.
3. The educator/social worker will practice using appropriate communication techniques, such as active listening, providing reassurance, and asking open-ended questions.
  4. After the role-play, switch roles and repeat with a different scenario.

<b>Learning Activity 3</b>	Developing Action Plans for Safeguarding in Various Scenarios
<b>Learning Outcome</b>	To equip learners with practical skills for developing effective safeguarding strategies.

**Description:** Learners will work in groups to create action plans for safeguarding children in different scenarios.

*Steps:*

1. Present various safeguarding scenarios, such as:
  - A teacher suspects a child is being abused but has no concrete evidence.
  - A community worker receives a report of neglect from a neighbour.
  - A school counsellor learns about a domestic violence situation from a student.
2. Each group will develop a detailed action plan, outlining:
  - Immediate steps to ensure the child’s safety.
  - Procedures for reporting the suspected abuse.

- Long-term strategies for supporting the child and family.
3. Groups will present their action plans to the class for feedback and discussion.

## Self-Directed Learning

Below is one self-directed learning activity:

<b>Learning Activity 1</b>	Individual Reflection and Journaling on Personal Attitudes and Approaches to Child Protection
<b>Learning Outcome</b>	To encourage personal reflection and deepen the learners' commitment to child protection

**Description:** Learners will reflect individually on their learning and attitudes towards child protection and safeguarding.

*Steps:*

1. Provide guiding questions for reflection, such as:
  - How has this module changed your understanding of domestic violence and its impact on children?
  - What challenges do you foresee in implementing child protection measures?
  - How will you apply what you have learned in your professional practice?
2. Ask learners to write a reflective journal entry addressing these questions.
3. Encourage learners to share excerpts from their reflections in a group discussion if they feel comfortable.

## Assessment

### *Informal Assessment Through Observation During Group Activities and Discussions*

**Description:** Trainers will observe learners' participation and engagement during group discussions and activities.

*Criteria:*

- Active involvement in discussions
- Demonstration of understanding of key concepts
- Effective collaboration with peers
- Sensitivity and empathy during role-playing exercises

### *Quizzes on Key Concepts and Legal Frameworks*

**Description:** Short quizzes will be administered to assess learners' understanding of key concepts and legal frameworks related to child protection.

Aspects to consider	Your Answer
Define child protection and safeguarding.	
List three signs of domestic violence in children	



Describe the main provisions of the United Nations Convention on the Rights of the Child (UNCRC).	
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## Reflection Essays on Learning Experiences and Attitudes Towards Child Protection

**Description:** Learners will write a reflection essay at the end of the module, summarizing their learning experiences and personal attitudes towards child protection.

*Criteria:*

- Depth of reflection and insight
- Clarity in expressing personal learning and growth
- Connection of theoretical knowledge to practical application
- Thoughtfulness in addressing challenges and strategies for child protection

## Useful references and resources for further learning

### Video 1

URL/link to the video	<a href="https://www.youtube.com/watch?v=OCn-GC-1C4c">https://www.youtube.com/watch?v=OCn-GC-1C4c</a>
Title of the video	"The Impact of Domestic Violence on Children"

<p><b>Description of the content of the video</b></p>	<p>The video explores how domestic violence affects children's behavioural development and emotional well-being. The video also discusses the long-term psychological effects, the role of educators and community workers in identifying and supporting affected children, and effective intervention strategies.</p>
<p><b>Reflective question(s) after/before watching the video</b></p>	<p><b>Before Watching:</b></p> <ol style="list-style-type: none"> <li>1. What are some potential signs that a child might be experiencing or witnessing domestic violence?</li> <li>2. How do you think domestic violence impacts a child's development and behaviour?</li> </ol> <p><b>After Watching:</b></p> <ol style="list-style-type: none"> <li>1. What were the most surprising or impactful pieces of information presented in the video?</li> <li>2. How can educators and community workers better support children who are exposed to domestic violence?</li> </ol> <p>What measures can be taken to prevent domestic violence and protect children at risk?</p>

## Video 2

<p><b>URL/link to the video</b></p>	<p><a href="https://www.youtube.com/watch?v=bD52ne0rRw0">https://www.youtube.com/watch?v=bD52ne0rRw0</a></p>
<p><b>Title of the video</b></p>	<p><b>"Domestic Violence from a Son's Perspective   Adam Herbst   TEDxYouth@ParkCity"</b></p>

<p><b>Description of the content of the video</b></p>	<p>In this TEDx talk, Adam Herbst shares his personal experience growing up in a home affected by domestic violence. He discusses the emotional and psychological impact it had on him and his family. Adam emphasizes the importance of breaking the cycle of violence and the role of support systems in helping children overcome these challenges.</p>
<p><b>Reflective question(s) after/before watching the video</b></p>	<p><b>Before Watching:</b></p> <ol style="list-style-type: none"> <li>1. How might growing up in a household with domestic violence affect a child's perspective on relationships and conflict?</li> <li>2. What support systems are crucial for children exposed to domestic violence?</li> </ol> <p><b>After Watching:</b></p> <ol style="list-style-type: none"> <li>1. How did Adam Herbst's story alter your understanding of the impact of domestic violence on children?</li> <li>2. What can communities do to better support children and families affected by domestic violence?</li> </ol> <p>How can individuals contribute to breaking the cycle of domestic violence?</p>

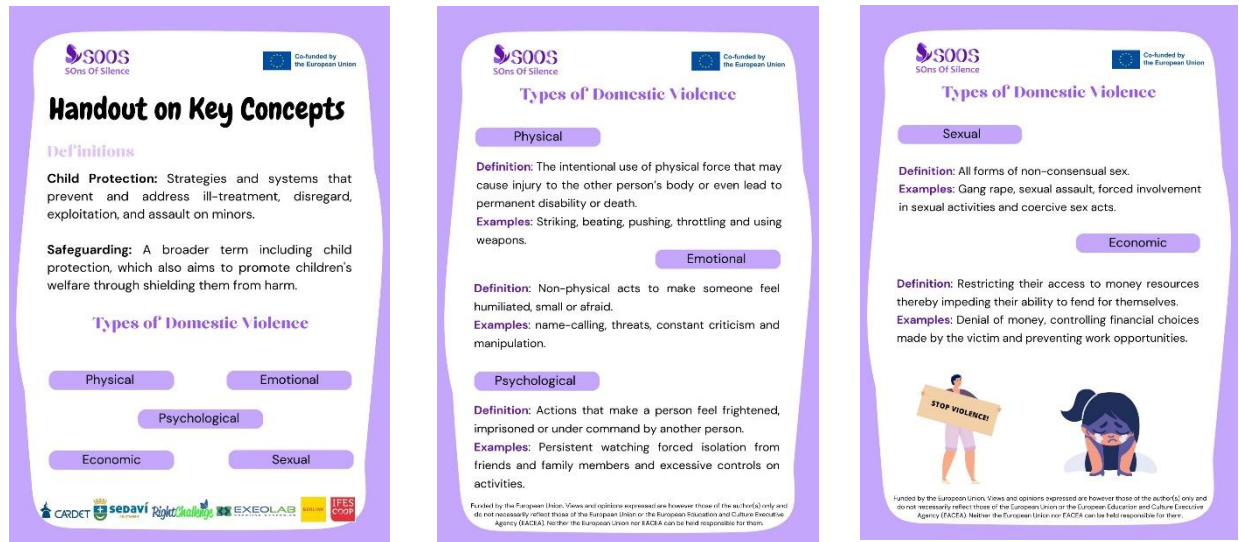
### Video 3

<p><b>URL/link to the video</b></p>	<p><a href="https://www.youtube.com/watch?v=WTh5034V8b0">https://www.youtube.com/watch?v=WTh5034V8b0</a></p>
<p><b>Title of the video</b></p>	<p><b>"Rethinking Trauma: What Youth from Domestic Violence Have to Teach Us   Tracey Pyscher   TEDxWWU"</b></p>

<p><b>Description of the content of the video</b></p>	<p>Tracey Pyscher's TEDx talk addresses the profound impact of domestic violence on youth, challenging common perceptions of trauma. She discusses the importance of understanding the lived experiences of these children and emphasizes the need for compassionate, trauma-informed approaches in education and community support. Tracey advocates for listening to the voices of youth who have experienced domestic violence to inform better practices and policies.</p>
<p><b>Reflective question(s) after/before watching the video</b></p>	<p><b>Before Watching:</b></p> <ol style="list-style-type: none"> <li>1. What do you think are some common misconceptions about children who experience domestic violence?</li> <li>2. How can understanding trauma inform better support and intervention strategies for affected youth?</li> </ol> <p><b>After Watching:</b></p> <ol style="list-style-type: none"> <li>1. How did Tracey Pyscher's talk change your perspective on trauma in children from domestic violence backgrounds?</li> <li>2. What practical steps can educators and community workers take to implement trauma-informed approaches?</li> </ol> <p>How can communities create more supportive environments for children who have experienced domestic violence?</p>

## Resource 1

### Handout on Key Concepts ([Canva Link](#))



## Lesson Plan

Lesson Plan	
<b>Module</b>	Module 4: Child protection and safeguarding
<b>Total Duration</b>	6 hours (1 full day or 2 half-day sessions)
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Books suggestions on child protection and safeguarding</li> <li>• Handouts with key concepts</li> <li>• Videos on the impact of domestic violence on children</li> <li>• Whiteboard and markers</li> <li>• PowerPoint slides for theoretical content</li> <li>• Computer and projector for video presentations</li> </ul>

<b>Learning Outcome Matrix</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>• Understand the definitions and scope of child protection and safeguarding</li> <li>• Recognize the signs and symptoms of domestic violence in young people</li> <li>• Comprehend the psychological and behavioural impacts of domestic violence on children's development</li> </ul>
	<i>Skills</i>	<ul style="list-style-type: none"> <li>• Ability to identify and respond to signs of domestic violence</li> <li>• Develop skills in communicating with children affected by domestic violence</li> <li>• Formulate strategies to support and protect children experiencing domestic violence</li> </ul>
	<i>Attitudes</i>	<ul style="list-style-type: none"> <li>• Foster empathy and understanding towards children affected by domestic violence</li> <li>• Develop a proactive approach to safeguarding and child protection</li> <li>• Encourage a commitment to ongoing learning and advocacy in child protection</li> </ul>
	<i>Learning objectives</i>	<ul style="list-style-type: none"> <li>• Identify key indicators of domestic violence in young people</li> <li>• Describe the short and long-term effects of domestic violence on children's behaviour</li> <li>• Apply best practices for safeguarding children in educational and community settings</li> </ul>

<p><b>Introduction</b></p>	<p>It is recommended to start the lesson with a 5-7 min video demonstrating the effects of domestic violence on a child. This should ideally be a staged and most likely an acted story (if fictitious) or a true-life account, which should be presented in a sensitive and appropriate manner if true. After the video, engage the learners in a discussion by asking the following questions: After the video, engage the learners in a discussion by asking the following questions:</p> <ul style="list-style-type: none"> <li>• What do you think and how do you feel after watching the video you have watched?</li> <li>• Similar conventional conflicts that are familiar or of which one may have heard, have people ever faced such a type of conflict?</li> <li>• Child protection is important in these cases because, again, what may seem harmless to some individuals could end up harming a child permanently.</li> </ul>
<p><b>Theoretical Contents</b></p>	<p><i>For the theoretical content we will explore:</i></p> <ol style="list-style-type: none"> <li><i>1. Definitions and Importance of Child Protection and Safeguarding – Distribute the Handout on Key Concepts</i></li> <li><i>2. Overview of Domestic Violence: Types, Prevalence, and Risk Factors</i></li> <li><i>3. Behavioural and Emotional Symptoms of Children Exposed to Domestic Violence</i></li> <li><i>4. Long-term Effects on Mental Health and Development</i></li> <li><i>5. Legal Frameworks and Policies for Child Protection</i></li> <li><i>6. Role of Educators and Youth Workers in Safeguarding</i></li> </ol>

<p><b>Learning Activities</b></p>	<p><i>Group Activities</i></p> <p><i>Activity 1: Group Discussion and Analysis of Case Studies on Domestic Violence Impacts</i></p> <p><i>Activity 2: Role-Playing Exercises to Practice Communication Strategies with Affected Children</i></p> <p><i>Activity 3: Developing Action Plans for Safeguarding in Various Scenarios</i></p> <p><i>Self-directed</i></p> <p><i>Activity 1: Individual Reflection and Journaling on Personal Attitudes and Approaches to Child Protection</i></p>
<p><b>Assessment</b></p>	<p><i>Informal Assessment Through Observation During Group Activities and Discussions</i></p> <p><i>Quizzes on Key Concepts and Legal Frameworks</i></p> <p><i>Reflection Essays on Learning Experiences and Attitudes Towards Child Protection</i></p>
<p><b>Useful references and resources for further learning</b></p>	<ul style="list-style-type: none"> <li>• "The Body Keeps the Score" by Bessel van der Kolk (book) - <a href="#">Amazon Link</a></li> <li>• Child Protection Policy – <a href="#">CPCJ Portugal</a></li> <li>• Child Welfare Information Gateway - <a href="#">Child Welfare</a></li> <li>• <a href="#">Guidance for victims of domestic abuse in Portugal</a>. (2020, November 19). GOV.UK.</li> <li>• <a href="#">Guide of integrated intervention for children or young people victims of domestic violence</a> (guia de intervenção integrada junto de crianças ou jovens vítimas de violência doméstica, 2020)</li> </ul>



	<ul style="list-style-type: none"><li>• Local and national government guidelines on child protection - <a href="#">Gov.uk Child Protection</a></li><li>• National Guidance for Child Protection in Scotland 2021 - updated 2023 - <a href="#">Gov.scot Publications</a></li><li>• National Society for the Prevention of Cruelty to Children (NSPCC) - <a href="#">NSPCC Website</a></li><li>• Package of child protection advice and guidance published - <a href="#">Gov.uk Child Protection Advice</a></li><li>• Rethinking Trauma: What Youth From Domestic Violence Have to Teach Us by Tracey Pyscher   TEDxWWU <a href="#">Youtube Video</a></li><li>• Video: " Domestic Violence from a Son's Perspective" by TEDxYouth@ParkCity- <a href="#">YouTube Video</a></li><li>• Video: "The Impact of Domestic Violence on Children" by LifeWire - <a href="#">YouTube Video</a></li></ul>
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# Module 5: Supporting young people affected by Domestic Violence

## Overview

### Effects of Domestic Violence on youth

Understanding the profound impact of domestic violence on young people is crucial for providing effective support and intervention. Domestic violence, even when young people are not directly involved, has the potential to have serious and lasting consequences on their psychological, emotional and social well-being. This module explores the various ways in which witnessing or experiencing domestic violence affects young people, causing problems such as anxiety, depression, relationship difficulties and behavioural problems.

Domestic violence can have significant consequences on youth, even though they are not directly involved in abusive behaviour. In many cases, we can speak of witnessing violence or indirect violence, which is the form of violence that children experience when they witness domestic violence in the family.

Understanding the effects of domestic violence on children and young people is crucial to developing effective interventions that promote their resilience and well-being. Through a combination of theoretical knowledge, practical resources and emotional support, we can help young people overcome the negative effects of domestic violence and build a safer and healthier future.

## Learning Outcomes

<b>Learning</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>Knowing the main emotions and their impact on behaviour and interpersonal relationships.</li> </ul>
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<p><b>Outcomes</b></p> <p><b>Matrix</b></p>		<ul style="list-style-type: none"> <li>• Understand essential life skills (communication, problem solving, stress management) and their role in overcoming everyday difficulties.</li> <li>• Recognize the importance of social support and group activities in improving emotional well-being.</li> <li>• Be familiar with the components of a personal well-being plan (emotional, physical, social) and strategies to implement it.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Identifying and expressing own emotions.</li> <li>• Apply techniques of effective communication, conflict resolution and stress management in practical situation</li> <li>• Collaborate with peers to create personal well-being plans and develop strategies for mutual support.</li> <li>• Plan and implement concrete actions to improve one's emotional and physical well-being.</li> </ul>
	Attitudes	<ul style="list-style-type: none"> <li>• Enhance the importance of emotional awareness for personal and relational well-being.</li> <li>• Adopting a proactive attitude towards personal development and learning new skills.</li> <li>• Appreciate the importance of teamwork and peer solidarity in dealing with emotional difficulties.</li> <li>• Advocate the importance of taking care of oneself holistically and continuously.</li> </ul>

	Learning objectives	<ul style="list-style-type: none"> <li>• Developing emotional awareness</li> <li>• Strengthening life skills</li> <li>• Promoting emotional well-being through group activities</li> <li>• Creating a personal well-being plan</li> </ul>
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## Theoretical Contents (1 hour)

### *Effects of Domestic Violence on youth*

The consequences of domestic violence on children may include:

#### **1. Psychological problems:**

- Anxiety disorders: youth who witness domestic violence may develop anxiety disorders, manifesting symptoms such as excessive worry, panic and irrational fears. Chronic anxiety can lead to generalized anxiety disorder (GAD), panic disorders, and specific phobias, impacting daily functioning and quality of life.
- Depression: exposure to violence may lead to feelings of persistent sadness, loss of interest in daily activities and, in severe cases, suicidal thoughts. Depression in youth can continue into adulthood, affecting personal and professional relationships, and increasing the risk of substance abuse and other mental health issues.
- Low self-esteem: youth may develop a negative view of themselves, feeling worthless or incapable; an inability to make decisions and evaluate all aspects. Low self-esteem can hinder academic and career achievements, increase vulnerability to peer pressure, and contribute to mental health issues like depression and anxiety.

- Emotional adjustment problems: difficulty recognizing, expressing and managing emotions appropriately. Youth might exhibit inappropriate emotional responses.

## ***2. Relational Difficulties:***

- Relationships with peers: difficulties establishing and maintaining healthy friendships, often due to lack of trust and social fears. Social isolation and poor peer relationships can lead to loneliness and difficulty in building supportive networks.
- Family relationships: problems in relationships with family members, which may manifest as conflict, isolation or oppositional behaviour.
- Relationships with authority figures: difficulties respecting and relating to authority figures, such as teachers and coaches, often due to a generalised distrust of adults.

## ***3. Cycle of Violence:***

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- Perpetuation of Violence: children exposed to domestic violence may be at greater risk of becoming abusers or victims themselves in the future, thus contributing to the perpetuation of the cycle of violence.
- Acceptance of Violence: they may develop a distorted perception of violence, seeing it as normal or acceptable behaviour in relationships.

## ***4. Low School Achievement:***

- Difficulties in Concentration: domestic violence can distract children, making it difficult for them to concentrate and learn at school.
- Absences and tardiness: domestic instability can lead to frequent absences or tardiness from school, negatively affecting academic performance.

- Behavioural problems: problematic behaviour at school, such as aggression or social withdrawal, may emerge as a response to the emotional tension experienced at home.

### **5. Risk Behaviours:**

- Substance abuse: children exposed to violence may be more likely to use drugs or alcohol as a form of escape or self-medication.
- Joining Delinquent Groups: in search of belonging and safety, they may join delinquent groups or gangs, further exposing themselves to criminal or dangerous behaviour.

The effects of domestic violence on young people are many-sided and far-reaching, with repercussions on their psychological, emotional, social and academic. By understanding these effects in detail, youth workers and other working with youth can better meet the needs of affected young people by providing targeted interventions and fostering environments that promote healing and resilience. All-encompassing support not only addresses immediate psychological and emotional needs, but also helps young people build the skills and resources needed for long-term well-being.

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### ***Developing Soft skills: communication, emotional education and expression of emotions***

In parallel, the development of essential soft skills such as communication, emotional education and emotional expression is crucial to help young people overcome these negative effects. These skills not only aid personal healing, but also foster resilience, enabling young people to build healthy relationships and manage their emotions effectively. This theoretical framework will explore the multifaceted impact of domestic violence and emphasize the importance of cultivating soft skills to support the growth and well-being of young people affected by these experiences.

The development of soft skills is crucial for young people, especially those affected by domestic violence. Soft skills include interpersonal, emotional and behavioral skills that facilitate effective communication, emotional management and building healthy relationships. Focusing on emotional education and the expression of emotions can help young people overcome the negative effects of domestic violence and develop a sense of resilience.

Effective communication is the ability to express thoughts, feelings and information clearly and appropriately, both verbally and non-verbally. Good communication is essential for building healthy relationships, resolving conflicts and understanding others. For young people affected by domestic violence, learning to communicate effectively can help reduce feelings of isolation and improve social interactions.

Emotional education and learning is the process of learning to recognize, understand, express and manage one's emotions in a healthy way. For young people who have experienced domestic violence, emotional education is essential to cope with trauma, develop self-esteem and improve emotional well-being. **teaching young people to identify, understand, and manage their own emotions and feelings** allows them to express themselves effectively, set positive goals, and develop empathy, which is necessary to be able to recognize and understand the feelings and emotions of others.

The main key competences of emotional learning are:

- **Self-awareness**, the capacity to recognise one's own feelings, strengths, weaknesses and stress factors. It is also when one is able to ask oneself: why do I feel this way? What is my purpose? How can I change my behaviour?
- **Self-management** is the ability to control one's own actions. Examples of this are self-motivation, exercising self-control, setting goals for oneself and recognising when one needs a break, time alone or to take a deep breath.
- **Social awareness** is the skill to understand things from the perspective of others and to feel empathy for others. It is also the ability to show respect for others and to appreciate and embrace diversity.

- **Relational skills** are the ability to build and maintain meaningful and healthy relationships with other individuals. These can be romantic, professional, teammates or friendships. Important components of healthy relationships of any kind include open communication, listening, trust, collaboration, compromise and problem-solving.
- **Responsible decision-making** is the competence to make constructive and well-considered decisions about one's behaviour and social interactions. Some aspects of this include consideration of cause and effect, evaluation of the situation and decision, potential outcomes, impact on others and self-reflection.

Teaching social and emotional skills help young people to become adults who can handle life's challenges and stressful situations, be able to deal with problems and conflicts.

The integration of social and emotional learning into their education tend to show better emotional resilience, stronger interpersonal relationships and an increased ability to make responsible decisions, contributing to their overall well-being and success both at school and in life.

## Guided Practice (2 hours)

<b>Learning Activity 1</b>	Let's solve the conflict (1,5/ 2 hours)
<b>Learning Outcome</b>	This activity aims to develop emotional awareness and the ability to express and recognise one's emotions.

For this activity you need:

- Paper and pens.

We live in a society that increasingly pushes towards the removal of emotions. Expressing one's emotions, in public but also in private, is seen as a sign of weakness. But what happens when we keep emotions inside, especially negative ones like anger, sadness or



fear? Emotions begin to look for other ways to express themselves, through the body (stomach and intestinal pain, headaches, anxiety and panic attacks, sleep disorders and eating disorders), i.e. we somatise. This is why emotions must be recognised and expressed.

### Step 1: Let us start with how we externalise conflict situations.

Although conflict is an inevitable part of life, how we choose to deal with the potential conflict determines how the conversation will unfold. On how you behave depends on the response of your interlocutor. A harsh start may seem like a direct attack on someone's character. For example, "You always spend too much money!", "Why can't you ever get things done on time?" or "You never do anything here". Softening the start of a conversation is crucial for managing and resolving conflicts that may occur. Some examples of softer alternatives might be: 'I would like us to sit down together to see how we can work together and agree on next steps'; 'I like it when we work together to get things done'.

Complaining is fine, but criticising is not. When statements start with the word "you" instead of "I", the other person is more likely to get angry and defensive.

Avoid using words like "always" and "never", which can be seen as an attack on another person's character. Instead of criticising, judging or blaming, describe what is happening using facts. Be kind and show appreciation. Use phrases like "please....." and "I would appreciate it if you would....".

### Step 2: Identifying a past conflict

In this phase you take a moment to think about a conflict you have had in the past. This could be a conflict with a school friend, family member, for example. Describe what happened, including what was said and the outcome of the disagreement, using a white paper.

### Step 3: Formulate a mitigated alternative

After recalling a past conflict, think about how you could have approached the conversation in a more sensitive and non-confrontational way. A useful formula to follow to create a softened alternative is as follows:

**I:** make a statement “I”

**feel:** describe how you feel

**about:** describe the situation, be neutral, do not blame

**I need:** explain what you need to improve the situation

### Step 4: Reflection

- How was it to complete this exercise?
- What did this exercise teach you about conflict?
- How did this exercise change the way you think about dealing with a potential conflict?
- In what ways did you find this exercise useful?
- What insights did you gain from this exercise?

<b>Learning Activity 2</b>	Emotional triggers
<b>Learning Outcome</b>	Identify the emotions that can produce your reaction and make you feel emotions

Read the list of potential emotion triggers; think about a particular situation in your life and identify the emotions that can produce your reaction and make you feel emotions.

Exercise 1:

If your reaction to a behaviour is usually emotionally intense, that behaviour could be a trigger for you. From the list below, think about which of these behaviours might cause a reaction in you that could include anger, frustration, pity or discomfort.

- *Passive aggression*
- *Complaining*
- *Crying*
- *Blaming*
- *Criticise or judge*
- *Anger*
- *Aggressiveness or hostility*
- *Always needing to be pleased*
- *Being ignored or not listened to*
- *Manipulation*
- *Deception or lying*
- *Sadness or deprivation*
- *Unhappiness or misery*
- *Arrogance*

Exercise 2:

Now let us examine the emotions that were not a trigger for you. These are negative emotions that are easier for you to deal with. In this exercise, identify why it is easy for you to understand how you approach or think about these behaviours.

Referring to the list above, record the emotional states that are easy for you to deal with and how you are able to do so.

Negative emotions I can deal with easily	My thought process when dealing with this negative emotion
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e.g., Whining	e.g., This person is feeling that I'm not paying attention. I usually say, "I can hear it in your voice that this is upsetting to you, let's sit down and talk."
e.g., Deceit or lying	e.g., There's a reason this person doesn't feel safe telling me the truth. It's not about respect for me, it's about fear for them.

Who would like to share a thought process when dealing with a negative emotion?

### Exercise 3:

From this exercise we understand that it is not the behaviour that triggers the reaction in us, but rather the way we think about the behaviour or memories that provoke our emotional reaction. Once we understand this, we can intentionally choose a different response by changing our thought process about those behaviours that trigger our emotional reaction. In exercise 3 you will list the behaviours that trigger you, your current thought process about that behaviour and an alternative, positive thought that you can choose immediately after being triggered to better manage your reaction.

Like the last exercise, describe the thoughts you have when faced with those negative emotions that are a trigger for you. Take the negative emotions that you described in exercise one and record your thought process when dealing with these negative emotions.

Negative emotions that are triggers	My thought process when dealing with this negative emotion	An alternative thought that would reduce the likelihood of being triggered

e.g., Whining	e.g., This person's acting like a baby and its really frustrating.	e.g., This person is feeling that I'm not paying attention. I usually say "I can hear it in your voice that this is upsetting to you, let's sit down and talk."

The purpose of this activity was to understand that we all have emotional triggers: they are often not based on the behaviour of others as much as on our own thoughts about the behaviour. Therefore, the more we manage these thoughts, the better our reaction will be.

<b>Learning Activity 3</b>	Life Skills in Action (1,5/2 hours)
<b>Learning Outcome</b>	This activity is designed to develop essential life skills such as communication, problem solving and stress management through group collaboration and interactive exercises.

**Material needed:**

- Posters and markers
- Worksheets on life skills
- Examples of problem situations
- Flip charts
- Sticky notes
- Pens

Rules:

1. Brief explanation of life skills and their importance in everyday life.
2. Discuss the specific skills: effective communication, conflict resolution, and stress management.
3. Provide examples of how these skills can be used in real-life scenarios. \*
4. Divide participants into groups of 4-6 people.
5. Assign each group one life skill to focus on (effective communication, conflict resolution, stress management).
6. Each group creates a poster to visually represent how to develop and use their assigned life skill in real-life situations.
7. Encourage creativity using drawings, diagrams, and key points.
8. Each group presents their poster to the other participants.
9. Groups explain the significance of their life skill, the strategies to develop it, and how it can be applied in various situations.
10. Facilitate a collective discussion on the key points emerging from the presentations.
11. Encourage participants to share personal experiences and insights related to the life skills discussed.
12. Conduct practical exercises in small groups or pairs, dealing with previously prepared problem situations, using the life skills discussed.
13. Encourage participants to write down their reflections on sticky notes and place them on a flip chart under headings like "What I Learned," "Challenges Faced," and "Next Steps."

\* Scenarios for Life Skills in action activity

Scenario 1: Expressing feelings

- **Context:** you are upset with your best friend because they cancelled plans at the last minute for the third time.
- **Task:** role-play a conversation where one person expresses their feelings of disappointment and the other person practices active listening and empathetic responses.

Scenario 2: Clarifying misunderstandings

- **Context:** you heard a rumour at school that you said something bad about a classmate, but you never did.
- **Task:** role-play a conversation where you clarify the misunderstanding with the classmate who heard the rumour.

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Scenario 3: Requesting help

- **Context:** you are struggling with a particular subject in school and need to ask your teacher for extra help.
- **Task:** role-play the conversation where you approach the teacher and clearly explain your need for assistance.

Scenario 4: Disagreement in group project

- **Context:** you and your group members have different ideas about how to complete a group project. Tensions are rising as the deadline approaches.
- **Task:** work through a fictional conflict scenario where group members must collaborate to find a resolution that satisfies everyone.

### Scenario 5: Public speaking anxiety

- **Context:** you have to give a presentation in front of the class, and you are very anxious about speaking in public.
- **Task:** practice stress-relief techniques such as deep breathing, visualization, and positive self-talk to manage your anxiety before and during the presentation.

### Scenario 6: Preparing for exams

- **Context:** you have multiple exams coming up, and you are feeling overwhelmed by the amount of studying you need to do.
- **Task:** develop a stress management plan that includes time management strategies, relaxation techniques, and a study schedule.

<b>Learning Activity 4</b>	Building a personal well-being plan (1,5/ 2 hours)
<b>Learning Outcome</b>	This activity focuses on creating a personal plan for emotional and physical well-being.

#### Material needed:

- Worksheets for the personal well-being plan.
- Pens and pencils.

Explanation of the importance of a personal well-being plan and its components (emotional, physical, social, etc.): Wellness comprises of eight mutually co-dependence dimensions: emotional, physical, occupational, social, spiritual, intellectual, environmental, and financial. If any one of these dimensions is neglected over time, it will adversely affect one's health, well-being, and quality of life. A well-rounded balance of these wellness dimensions provides holistic harmony to one's personal well-being.



## Exercise 1:

### WHO AM I?

This exercise will help you to remind yourself that you are a special and unique person and think about what gives you purpose and meaning in your life.

Use the worksheet to discover what wellbeing means to you:

- **WHAT THINGS DO I ENJOY DOING?** Examples could include singing, eating, playing sports, keeping active, family time etc
- **WHAT ARE MY DAILY NEEDS TO KEEP WELL?** Examples could include sleep, staying healthy, drinking enough water, spending time outdoors etc
- **WHAT THINGS MAKE ME FEEL GOOD WHEN I HAVE ACHIEVED THEM?** Examples could include meditation, exercise, helping others etc
- **WHO AM I WHEN I AM WELL?** Examples could include funny, confident, passionate, introverted/extroverted etc.

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### VALUES

Anything that we care about deeply is a reflection of our values. Use this space to discover what things you value.

- **WHO ARE THE PEOPLE YOU VALUE?** Examples could include parents, children, partner, grandparents etc
- **WHAT ARE THE THINGS YOU VALUE?** Examples could include a home, family, food, a bike, games etc

## Exercise 2: Personal Preferences

There are things we do on a daily basis, such as eating and sleeping, and things that are related to our personal preferences. We may not feel like ourselves until we have had a shower or breakfast, or we may want to relax in the evening by watching our favourite TV

programme. We are all unique. Completing this chart can help you remember what you do every day.

Every day I need to	Do I need anyone's help	How can I make it pleasant

### Exercise 3: Sense Of Wellbeing Within Me

#### 5 ways to well being

**Connect:** Connect with the people around you: your family, friends, colleagues and neighbours. Spend time developing these relationships

**Be active:** Find an activity that you enjoy and make it a part of your life.

**Keep learning:** Learning new skills can give you a sense of achievement

**Give:** A smile, a thank you or a kind word, they all count.

**WHAT THINGS DO I NEED TO DO EACH DAY?** Examples could include walking, cooking dinner, meditation, calling a friend etc

**WHAT THINGS DO I NEED TO DO LESS OFTEN?** Examples could include smoking, drinking alcohol, sleeping less than 8 hours etc

### Exercise 4: Future plans and aspirations

When you are struggling in a difficult period in your life, it can be hard to think about your future plans and aspirations, but they are a really good compass for directing us towards a positive recovery.

**WHAT ARE MY PERSONAL GOALS, HOPES AND DREAMS?** Examples could include having a full-time job, losing weight, learning Spanish, visiting India etc.

**WHAT CAN GET IN THE WAY OF ACHIEVING MY GOALS?** Examples could include addiction, anxiety, fear, low self-esteem, physical health etc.

**WHAT FIRST STEPS COULD I TAKE?** Examples could include attending employment workshops, researching, getting a trainer etc.

## Self-Directed Learning

Below is one self-directed learning activity:

<b>Learning Activity 1</b>	<b>Building Trauma-Informed Practices</b>
<b>Learning Outcome</b>	<p>By the end of this activity, participants will:</p> <ol style="list-style-type: none"> <li>1. Identify the emotional, psychological, and behavioural effects of domestic violence on young people.</li> <li>2. Demonstrate understanding of trauma-informed care principles.</li> <li>3. Develop strategies for fostering resilience and providing safe, empathetic support to young survivors.</li> </ol>

This self-directed learning activity is designed to enhance understanding of domestic violence's impact on young people and equip individuals with practical, trauma-informed strategies to provide support.

#### Instructions:

#### Independent Research:

- Read articles or watch videos on trauma-informed care and the effects of domestic violence on youth (e.g., resources from organizations like The National Domestic Violence Hotline or Child Welfare Information Gateway).
- Focus on understanding common signs of trauma and challenges faced by young survivors.

#### Case Study Review:

- Review hypothetical or real-life anonymized case studies of young people affected by domestic violence.
- Reflect on their experiences, the challenges they face, and potential interventions. Write a short summary of your reflections.

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#### Practical Application Exercise:

- Write a response plan for a youth experiencing domestic violence. Include:
  - How to establish trust and safety.
  - Communication techniques to avoid re-traumatization.
  - Referral pathways to mental health or social support services.

#### Self-Reflection:

- Reflect on your own attitudes and potential biases regarding domestic violence.
- Journal about how you can improve your empathetic listening and supportive behaviours when working with affected youth.

Resources:

- **The National Child Traumatic Stress Network (NCTSN)** – Resources on trauma-informed practices.
- **The National Domestic Violence Hotline** – Information on supporting survivors.
- Books: *"Trauma Stewardship"* by Laura van Dernoot Lipsky and *"The Deepest Well"* by Nadine Burke Harris.

This activity emphasizes reflection, research, and the development of practical skills to support young people effectively while building confidence in addressing such sensitive topics.

**Assessment**

Aspects to consider	Your Answer
What is the first step in supporting a young person affected by domestic violence (DV)?	a) Provide emotional support b) <b>Ensure immediate safety</b> (Correct Answer) c) Connect with resources d) Follow up regularly
Which of the following are effective ways to support a young person affected by DV? (Select all that apply)	a) <b>Ensuring their safety</b> (Correct Answer) b) Offering emotional support (Correct Answer) c) Ignoring their situation d) Providing resources and referrals (Correct Answer)

<p>Which of the following strategies is most effective in promoting emotional well-being in young people?</p>	<ul style="list-style-type: none"> <li>a) Ignoring their emotional needs</li> <li>b) <b>Encouraging open communication and active listening</b> (Correct Answer)</li> <li>c) Limiting their social interactions</li> <li>d) Focusing solely on academic achievements</li> </ul>
<p>Identify which of the following activities you currently do to promote your emotional well-being</p>	<ul style="list-style-type: none"> <li>a) Exercise regularly</li> <li>b) Spend time with friends and family</li> <li>c) Practice mindfulness or meditation</li> <li>d) Engage in hobbies or interests</li> </ul>

## Useful references and resources for further learning

### Video 1

<p><b>URL/link to the video</b></p>	<p><a href="https://www.youtube.com/watch?v=AvrB91Hr9kE">https://www.youtube.com/watch?v=AvrB91Hr9kE</a></p>
<p><b>Title of the video</b></p>	<p><b>Homes With Domestic Abuse</b></p>
<p><b>Description of the content of the video</b></p>	<p>The video describes the feelings a child has when confronted with scenes of domestic violence. Various feelings are depicted in the video.</p> <p>It was chosen to highlight the fact that despite these incidents, if one has the courage to report, there is always an alternative, a hope for a better future.</p>

Reflective  
question(s)  
after/before  
watching the video

**Before watching video:**

**What are your initial thoughts and feelings when you hear about youth witnessing domestic violence?**

Consider how you think youth might feel in such situations and what impact it might have on their emotional and psychological well-being.

**Why do you think it is important for youth to have the courage to report incidents of domestic violence?**

Reflect on the possible outcomes and support systems available for youth who speak out about their experiences.

**After watching video:**

**How did the video depict the various feelings a youth might experience in situations of domestic violence?**

Discuss specific emotions shown in the video and how they resonated with you or broadened your understanding of the issue.

**What message did the video convey about the importance of reporting domestic violence?**

Analyse how the video highlighted the hope and alternatives available for youth who report such incidents.

**How has your perspective on the impact of domestic violence on youth changed after watching the video?**

Reflect on any new insights or feelings you have gained regarding the effects of domestic violence on young witnesses.

**What steps can be taken to support youth who witness domestic violence and encourage them to report it?**

	Consider practical measures and support systems that could be implemented to help children feel safe and supported in reporting violence.
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## Video 2

URL/link to the video	<a href="https://www.youtube.com/watch?v=y7bKFMO0d-w">https://www.youtube.com/watch?v=y7bKFMO0d-w</a>
Title of the video	<b>10 Signs of Emotional Abuse from Parents</b>
Description of the content of the video	Unlike physical abuse, being emotionally abused doesn't leave you with visible scars or bruises that can be easy to detect. In the U.S., every ten seconds, a report of child abuse is made. That means on a yearly basis, this involves more than 6.6 million children who are affected. Emotional abuse weakens the individual's emotional development and sense of self-worth that can have lifelong damaging effects. Here are 10 signs of emotional abuse from parents
Reflective question(s) after/before watching the video	<p><b><u>Before watching video:</u></b></p> <p><b>What do you think are the key differences between emotional abuse and physical abuse?</b></p> <p>Consider the ways in which emotional abuse might manifest differently and its potential impacts on individuals.</p> <p><b>Why is it important to recognize the signs of emotional abuse from parents?</b></p> <p>Reflect on the potential long-term effects on children and why early identification is crucial.</p> <p><b><u>After watching video:</u></b></p>



	<p><b>What challenges might youth face in identifying and reporting emotional abuse from parents?</b></p> <p>Think about the societal, familial, and personal obstacles that could hinder a youth ability to recognize or disclose emotional abuse.</p> <p><b>Which of the 10 signs of emotional abuse discussed in the video resonated with you the most, and why?</b></p> <p>Reflect on any specific signs that stood out to you and how they expanded your understanding of emotional abuse.</p> <p><b>How has your awareness of the prevalence and seriousness of emotional abuse changed after watching the video?</b></p> <p>Reflect on any new insights or feelings you have gained regarding the scope and impact of emotional abuse on children</p>
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**Video 3**

<b>URL/link to the video</b>	<p><a href="https://www.youtube.com/watch?v=kdhjztWMnVw">https://www.youtube.com/watch?v=kdhjztWMnVw</a></p> <p><a href="https://www.youtube.com/watch?v=dOkYKyVFnSs">https://www.youtube.com/watch?v=dOkYKyVFnSs</a></p>
<b>Title of the video</b>	<b>Inside Out: The Importance of Expressing Emotions</b>
<b>Description of the content of the video</b>	<p>In this scene from Pixar's "Inside Out," we see the main character, Riley, experiencing a range of emotions—Joy, Sadness, Anger, Fear, and Disgust. The video demonstrates how each emotion plays a vital role in Riley's overall well-being and how expressing these emotions is crucial for her mental health. The scene highlights the struggles Riley faces in coping with a significant life change and the eventual realization that embracing all her emotions, especially sadness, is key to healing and understanding herself better.</p>

Reflective  
question(s)  
after/before  
watching the  
video

**Before watching video:**

**What do you think are the benefits of expressing your emotions openly?**

Consider how sharing your feelings can impact your relationships and personal well-being.

**How do you usually cope with negative emotions like sadness, anger, or fear?**

Reflect on your personal strategies for dealing with these emotions and whether you find them effective.

**After watching video:**

**How did the different emotions portrayed in the video contribute to Riley's overall well-being?**

Analyse how each emotion played a role in helping Riley navigate her experiences and challenges.

**What message did the video convey about the importance of acknowledging and expressing all types of emotions, including sadness?**

Reflect on how the video emphasized the value of embracing every emotion as part of the healing process.

**How has your perspective on expressing emotions changed after watching the video?**

Consider any new insights or realizations you gained about the role of emotions in your life and how you express them.

## Lesson Plan

Lesson Plan	
<b>Module</b>	<i>Supporting young people affected by Domestic Violence</i>
<b>Total Duration</b>	6/8 hours
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Books suggestions</li> <li>• Videos on the impact of domestic violence on children</li> <li>• Whiteboard and markers</li> <li>• PowerPoint slides for theoretical content</li> <li>• Computer and projector for video presentations</li> </ul>
<b>Learning Outcome Matrix</b>	<p><i>Knowledge</i></p> <ul style="list-style-type: none"> <li>• Knowing the main emotions and their impact on behaviour and interpersonal relationships.</li> <li>• Understand essential life skills (communication, problem solving, stress management) and their role in overcoming everyday difficulties.</li> <li>• Recognize the importance of social support and group activities in improving emotional well-being.</li> <li>• Be familiar with the components of a personal well-being plan (emotional, physical, social) and strategies to implement it.</li> </ul>
	<p><i>Skills</i></p> <ul style="list-style-type: none"> <li>• Identifying and expressing own emotions.</li> <li>• Apply techniques of effective communication, conflict resolution and stress management in practical situation</li> </ul>

		<ul style="list-style-type: none"> <li>• Collaborate with peers to create personal well-being plans and develop strategies for mutual support.</li> <li>• Plan and implement concrete actions to improve one's emotional and physical well-being.</li> </ul>
	Attitudes	<ul style="list-style-type: none"> <li>• Enhance the importance of emotional awareness for personal and relational well-being.</li> <li>• Adopting a proactive attitude towards personal development and learning new skills.</li> <li>• Appreciate the importance of teamwork and peer solidarity in dealing with emotional difficulties.</li> <li>• Advocate the importance of taking care of oneself holistically and continuously.</li> </ul>
	Learning objectives	<ul style="list-style-type: none"> <li>• Developing emotional awareness</li> <li>• Strengthening life skills</li> <li>• Promoting emotional well-being through group activities</li> <li>• Creating a personal well-being plan</li> </ul>
<b>Introduction</b>	<p>It is crucial to establish a positive and engaging learning environment, therefore it is necessary for the educator to adopt the role of facilitator and guide, creating a safe and empathic space where young people can feel listened to and supported. This is especially important when supporting young people affected by domestic violence. The educator should facilitate discussions, encourage active participation, and support learners in discovering their own emotions and abilities.</p> <p>Additionally, it is essential to provide specific resources and coping strategies tailored to the needs of those impacted by domestic violence, ensuring they feel understood and equipped to navigate their</p>	

experiences. By fostering a trusting and nurturing environment, educators can empower young people to heal, grow, and develop resilience.

Create an empathetic environment by promoting **active listening**: pay attention to the verbal and non-verbal signals of the participants. This involves not only listening to words, but also observing body language, facial expressions and tone of their voice.

Helping to recognise emotions: use phrases such as "You seem to feel..." to show that you recognise and respect the emotional state of the other person.

Use the **'I message'** to express one's feelings: when dealing with difficult or conflict situations, use sentences starting with 'I' to express one's feelings without accusing the other, e.g., 'I feel worried when...'. This attitude can also be used to clarify consequences: make explicit how the other's behaviour impacts on oneself, helping the interlocutor to understand one's own actions without feeling judged.

Therefore:

- provide tools and resources that help young people develop their emotional and relational skills.
- promote collaboration, encouraging group work and team building activities to strengthen peer solidarity.
- encourage self-reflection by helping students reflecting on their experiences and share their thoughts with the group.

To engage and catch the attention of the students you can start your activity with the following simple exercise to create an environment of trust and respect and prepare the ground for subsequent module discussions and activities.

**Active listening** (15 minutes) is a communication technique that involves paying attention not only to the words of the person speaking, but also to their tone of voice, body language and expressed emotions.

It is fundamental to building healthy and trusting relationships, resolving conflicts and deeply understanding the people we interact with. Active listening creates an empathic and nurturing environment, reducing misunderstandings and boosting collaboration.

Asking a volunteer to share a short story or problem: during his or her narration, the educator displays *bad listening* attitudes, such as interrupting often, looking away, making distracted comments, and showing disinterest. Repeating the same story or problem with the same volunteer, but this time the educator practices *active listening*: maintaining eye contact, nodding, asking relevant questions, reflecting the feelings expressed (e.g. "I understand that you feel frustrated when..."), and summarising what was said to confirm understanding.

Pair Activities: divide the into pairs. Each pair chooses who will be the speaker and who will be the listener. The speaker tells a small personal problem or concern while the listener practices active listening, following the guidelines discussed (maintaining eye contact, asking open questions, reflecting emotions, etc.).

After 5-7 minutes, the roles are reversed, and the activity is repeated. Bring the group together to discuss the feelings experienced both as speaker and listener. Ask questions such as: "How did you feel when you were listening attentively?", "What differences did you notice between active and distracted listening?", "What difficulties did you encounter when listening actively?".

Emphasise the positive impact of active listening on interpersonal relationships and emotional well-being. Encourage students to practice active listening in their daily interactions.

**Theoretic  
al  
Contents**

**Effects of Domestic Violence on youth**

Understanding the profound impact of domestic violence on young people is crucial for providing effective support and intervention. Domestic violence, even when young people are not directly involved, has the potential to have serious and lasting consequences on their psychological, emotional and social well-being. This module explores the various ways in which witnessing or experiencing domestic violence affects young people, causing problems such as anxiety, depression, relationship difficulties and behavioural problems.

Domestic violence can have significant consequences on youth, even though they are not directly involved in the abusive behaviour. In many cases, we can speak of witnessing violence or indirect violence, which is the form of violence that children experience when they witness domestic violence in the family.

**Developing Soft skills: communication, emotional education and expression of emotions**

In parallel, the development of essential soft skills such as communication, emotional education and emotional expression is crucial to help young people overcome these negative effects. These skills not only aid personal healing, but also foster resilience, enabling young people to build healthy relationships and manage their emotions effectively. This theoretical framework will explore the multifaceted impact of domestic violence and emphasize the importance of cultivating soft skills to support the growth and well-being of young people affected by these experiences.

The development of soft skills is crucial for young people, especially those affected by domestic violence. Soft skills include interpersonal, emotional and behavioural skills that facilitate effective communication, emotional management and building healthy relationships. Focusing on emotional

	<p>education and the expression of emotions can help young people overcome the negative effects of domestic violence and develop a sense of resilience.</p>
<p><b>Learning Activities</b></p>	<p><b>Activity 1: Let's solve the conflict (1,5/ 2 hours)</b></p> <p><b>Activity 2: Emotional triggers</b></p> <p><b>Activity 3: Life Skills in Action (1,5/2 hours)</b></p> <p>* Scenarios for Life Skills in action activity</p> <p><b>Scenario 1: Expressing feelings</b></p> <p><b>Scenario 2: Clarifying misunderstandings</b></p> <p><b>Scenario 3: Requesting help</b></p> <p><b>Scenario 4: Disagreement in group project</b></p> <p><b>Scenario 5: Public speaking anxiety</b></p> <p><b>Scenario 6: Preparing for exams</b></p> <p><b>Activity 4: Building a personal well-being plan (1,5/ 2 hours)</b></p> <p><b>WHO AM I?</b></p> <p><b>VALUES</b></p> <p><b>SENSE OF WELLBEING WITHIN ME</b></p> <p><b>FUTURE PLANS AND ASPIRATIONS</b></p>
<p><b>Assessment</b></p>	<p><i>We will conduct quizzes related to:</i></p> <ul style="list-style-type: none"> <li>• What is the first step in supporting a young person affected by domestic violence (DV)?</li> <li>• Which of the following are effective ways to support a young person affected by DV? (Select all that apply)</li> </ul>



	<ul style="list-style-type: none"> <li>• Which of the following strategies is most effective in promoting emotional well-being in young people?</li> <li>• Identify which of the following activities you currently do to promote your emotional well-being.</li> </ul>
<p><b>Useful reference s and resources for further learning</b></p>	<ul style="list-style-type: none"> <li>• <i>Jaffe, P., Wolfe, D. A., &amp; Campbell, M. (2012). Growing Up with Domestic Violence: Assessment, Intervention, and Prevention Strategies for Children and Adolescents. Cambridge: Hogrefe Publishing.</i></li> <li>• <i>Fantuzzo, J., &amp; Mohr, W. (1999). Prevalence and Effects of Child Exposure to Domestic Violence. Future of Children, 9(3), 21-32.</i></li> <li>• <a href="https://www.sciencedirect.com/science/article/abs/pii/S135917890800074?via%3Dihub">https://www.sciencedirect.com/science/article/abs/pii/S135917890800074?via%3Dihub</a></li> <li>• <a href="http://www.childwitnessstoviolence.org/">http://www.childwitnessstoviolence.org/</a></li> <li>• <a href="https://www.unobravo.com/post/la-violenza-domestica">https://www.unobravo.com/post/la-violenza-domestica</a></li> <li>• <a href="https://www.nctsn.org/">https://www.nctsn.org/</a></li> <li>• <a href="https://childmind.org/">https://childmind.org/</a></li> <li>• <a href="https://www.loveisrespect.org/">https://www.loveisrespect.org/</a></li> <li>• <a href="https://www.thehotline.org/">https://www.thehotline.org/</a></li> <li>• <a href="https://www.mindtools.com/">https://www.mindtools.com/</a></li> </ul>

## Module 6. Self-care and Burnout prevention

### Overview

Welcome to our module on self-care and burnout prevention for youth workers.

Youth work can be incredibly rewarding, but it's also challenging. Many youth workers feel overwhelmed and stressed because their job demands constant engagement with young people. Whether you're working in schools, social services, or other youth-focused organizations, the pressure can be intense, especially when there's too much work and not enough staff.

That's why we've created this module about burnout. We'll start by explaining what burnout is and why it happens. Understanding these basics will help you recognize the early signs in yourself and others. Then, we'll share practical ways to recover if you're already feeling burned out, including simple techniques to support your mental and emotional well-being.

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But we won't stop there. We'll also explore how to prevent burnout before it starts. This knowledge can help you maintain your passion for youth work and continue to be effective in your role.

Our goal is to equip you with the tools and knowledge you need to take care of yourself while continuing to make a positive impact on young people's lives. Remember, your well-being is crucial – not just for you, but for the young people you support every day.

### Learning Outcomes

<p><b>Learning Outcome Matrix</b></p>	<p><i>Knowledge</i></p>	<p><i>What is burnout</i></p> <p><i>Causes of burnout</i></p> <p><i>Symptoms of burnout</i></p> <p><i>Stress management</i></p>
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		<i>Handling emotional burden</i> <i>Work-life balance</i>
	Skills	<i>How to handle stress and emotional burden</i> <i>Self-care daily activities</i>
	Attitudes	<i>Learning the importance of self-care in order to help others</i> <i>Separating work from personal life</i>
	Learning objectives	<i>Learn what burnout is, its causes and effects.</i> <i>Learn how to cope with stressful situations and emotional burden</i> <i>Learn stress relief activities</i> <i>Learn self-care exercise and routines</i>

## Theoretical Contents (1 hour)

### 1. What is Burnout

Burnout is when you feel completely worn out - physically, emotionally, and mentally. For youth workers, this often happens because of the stress that comes from constantly supporting and caring for young people.

When you're burned out as a youth worker, you might feel:

- Overwhelmed by the needs of the young people you work with
- Emotionally drained from dealing with challenging situations
- Unable to keep up with the demands of your role

Burnout can happen when youth organisations are disorganised or poorly managed. Instead of supporting youth workers, these environments can drain your energy and mental resources.

Burnout doesn't just affect your work with young people - it can impact your personal life too. Even when you're not at work, you might feel anxious, stressed, or sad about your job. If the situation doesn't improve for a long time, you might start to feel very tired and negative about both your youth work and your personal life.

When a youth worker is burned out, they might:

- Find it harder to connect with or help young people effectively
- Mentally and physically pull away from their responsibilities
- Lose the passion and energy that drew them to youth work

Burnout can make you less effective in your role, drain your energy, and make you feel helpless or cynical about your ability to make a difference in young people's lives.

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While burnout can happen in any job, it's particularly common in caring professions like youth work. It's such a significant issue that the World Health Organization has officially recognized it as a medical condition.

To learn more about where the term 'burnout' comes from and get a general overview of how it affects people in helping professions like youth work, we invite you to watch this short video.

## **2. Main causes of burnout**

Burnout is caused by being stressed and overworked for a long time. As a youth worker, you often deal with tough situations and strong emotions. This makes it really important for you to understand what causes burnout. Knowing the causes can help you prevent it or deal with it better if it happens. Burnout can be caused by many different things, such as problems at work, expecting too much from yourself and/or pressure from others (like

your boss, the young people you work with, or their families). By understanding what can lead to burnout, you and your workplace can take steps to make it less likely to happen. This can help you stay healthy and continue to do your important work with young people. Let's analyse now in detail the different causes.

## 2.1 Work-related causes

In the following table we have explained some of the causes of burnout, related to the work environment. Please read it, and then deepen your understanding through the following explanations.

<p><b>Challenging Work Relationships</b></p> <p>The quality of relationships with colleagues and clients is crucial to workplace satisfaction. Poor dynamics, lack of support, and a non-collaborative environment can significantly contribute to the development of burnout.</p>	<p><b>Workload Imbalance</b></p> <p>Burnout often arises when an individual's workload surpasses their capacity, creating a persistent feeling of being overwhelmed, decreased efficiency, and heightened stress.</p>	<p><b>Perceived Inequity</b></p> <p>Feelings of unfair treatment within the workplace, such as an unequal distribution of workload, lack of recognition, or biased resource allocation, can exacerbate burnout. This perceived inequity can lead to resentment and a decreased sense of value.</p>	<p><b>Insufficient Rewards</b></p> <p>Disparity between the effort put into work and rewards received. This encompasses salary and benefits, as well as recognition and appreciation for one's efforts.</p>
<p><b>Impact of Technology on Work-Life Balance</b></p> <p>While technology offers flexibility, it can also blur the boundaries between work and personal life, fostering an "always-on" mentality and increasing stress levels.</p>	<p><b>Limited Autonomy and Control</b></p> <p>The lack of autonomy, together with limited access to necessary resources, undermines an individual's ability to manage their work effectively, leading to a sense of helplessness.</p>	<p><b>Remote Work Challenges</b></p> <p>The shift to remote work can introduce new stressors such as feelings of isolation, difficulty in separating work and personal life, and technological issues.</p>	<p><b>Dysfunctional Work Environment</b></p> <p>Harassment, discrimination, bullying, aggressive communication, and toxic relationships in the workplace can significantly impact mental well-being.</p>
<p><b>Impact of Technology on Work-Life Balance</b></p> <p>While technology offers flexibility, it can also blur the boundaries between work and personal life, fostering an "always-on" mentality and increasing stress levels.</p>		<p><b>Job Insecurity</b></p> <p>Uncertainty about job stability creates chronic stress and anxiety, negatively impacting morale and productivity.</p>	

**1. Difficult Work Relationships** When you don't get along with your boss, coworkers, or the young people you help, it can be really stressful. Youth workers often deal with tough situations, so having supportive people around is important. Without this support, you might feel alone and more stressed.

**2. Imbalanced Workload** Burnout often happens when you have more work than you can handle. Youth workers often have many young people to help, and each one needs a lot of time and care. When you have too much to do, you might feel tired all the time and find it hard to do your job well.

**3. Perceived Unfairness** If you feel that some youth workers get better treatment than others, it can make you feel upset and less motivated. This might happen if some people get more work, less recognition, or fewer resources than others.

**4. Lack of Adequate Rewards** It's important for youth workers to feel valued for their hard work. If you don't get enough recognition or thanks, you might start to feel less motivated and more burned out.

**5. Limited Control and Autonomy** Youth workers do better when they can make decisions about their work. If someone is always telling you exactly what to do, or if you don't have the tools you need, it can be frustrating.

**6. Challenges of Remote Work** Working from home can be hard for youth workers. You might feel lonely, have trouble separating work from personal time, or have problems with technology. It's important to have support and clear guidelines for working from home.

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**7. Toxic Work Environment** A toxic environment with harassment or aggressive communication harms youth workers' mental health. High-stress environments worsen burnout symptoms. Promoting a culture of respect, inclusivity, and accountability with clear policies and support mechanisms is essential to enhance job satisfaction and reduce burnout risk.

**8. Impact of Technology on Work-Life Balance** While technology can make work easier, for example it can give more flexibility, it can also make it hard to stop thinking about work. It's important to learn how to use technology in a healthy way and take breaks from screens.

**9. Job Insecurity** When youth workers aren't sure if their job is stable, it can cause a lot of stress and make them less happy at work. This worry can lead to burnout. To help prevent this:

- Organisations should be open and clear about any changes happening at work.
- They should offer chances for youth workers to learn new skills and grow in their jobs.
- Creating a supportive workplace where youth workers feel valued is important.

When youth workers feel secure in their jobs and see opportunities for growth, they're better able to handle stress. This helps reduce the risk of burnout and keeps them more resilient in their important work with young people.

## **2.2 Personal Factors Contributing to Burnout**

In addition to workplace-related causes, personal factors can significantly influence an individual's susceptibility to burnout. Personal traits, coping mechanisms, and life circumstances play a crucial role in how one manages stress and pressure. Recognizing and addressing these personal factors is essential for youth workers to maintain their mental health and resilience.



**1. Inability to Work Under Stress** Some individuals naturally struggle more with high-stress environments than others. Youth workers who find it challenging to manage stress effectively may experience heightened anxiety and fatigue, making them more prone to burnout. Developing stress management techniques is crucial for mitigating this risk.

**2. Perfectionism** Perfectionist tendencies can lead to unrealistic expectations and excessive self-criticism. Youth workers who strive for perfection may overextend themselves, working longer hours and placing undue pressure on themselves to achieve flawless results. This relentless pursuit can deplete their energy and contribute to burnout.

**3. Lack of Self-Care Practices** Neglecting self-care can exacerbate stress and lead to burnout. Youth workers who do not prioritise their physical, emotional, and mental well-being may find it harder to cope with the demands of their job. Regular self-care practices, such as exercise, relaxation, and hobbies, are essential for maintaining balance and preventing burnout.

**4. Poor Time Management Skills** Inadequate time management can result in a constant feeling of being overwhelmed and behind schedule. Youth workers who struggle to prioritise tasks, set boundaries, and allocate time effectively may experience increased stress and reduced productivity, heightening the risk of burnout.

**5. Negative Thought Patterns** Persistent negative thinking, such as pessimism, catastrophizing, and self-doubt, can erode resilience and increase vulnerability to burnout. Youth workers who frequently engage in negative thought patterns may find it challenging to stay motivated and optimistic, leading to emotional exhaustion.

**6. Lack of Social Support** A strong support network is vital for emotional resilience. Youth workers who lack close relationships or feel isolated may have fewer outlets for discussing their stress and receiving encouragement. This isolation can amplify feelings of burnout and reduce overall well-being.



**7. Unresolved Personal Issues** Personal problems, such as family conflicts, financial difficulties, or health concerns, can spill over into the professional realm, increasing stress and emotional strain. Youth workers dealing with significant personal issues may find it harder to focus and perform effectively at work, contributing to burnout.

**8. High Empathy Levels** While empathy is a valuable trait for youth workers, excessive empathy can lead to emotional overload. Constantly absorbing others' emotions and problems can result in compassion fatigue, where youth workers become emotionally drained and detached, a precursor to burnout.

**9. Inflexibility and Resistance to Change** Inflexibility and a reluctance to adapt to new situations can increase stress levels. Youth workers who struggle with change may find it challenging to navigate the dynamic nature of their work environment, leading to frustration and burnout.

**Additional Personal Factors** Apart from the primary personal causes of burnout, other individual characteristics and life circumstances can also contribute:

- **Low Resilience:** Individuals with low resilience may find it harder to bounce back from setbacks, making them more susceptible to burnout.
- **Chronic Health Issues:** Ongoing physical or mental health problems can drain energy and reduce the ability to cope with work demands.
- **Overcommitment:** Taking on too many responsibilities, both at work and in personal life, can leave little room for rest and recovery.
- **Lack of Work-Life Integration:** Difficulty in balancing personal obligations and professional duties can increase stress and hinder recovery.

Understanding these personal factors allows youth workers to take proactive steps in managing their well-being. By fostering self-awareness and implementing healthy coping strategies, they can reduce the impact of these personal issues on their professional lives and prevent burnout.

If you want, listen to this teacher explaining why so many teachers tend to go into burnout, and what she thinks should be done to prevent it. It is a real testimony in which you will find an interesting point of view, and to which maybe you can relate. [Link](#)

Once you have seen the video, please have a reflection. If you want, try to answer these questions:

- Have I ever felt that way? Do I know somebody who felt this way?
- What would I change or do differently, if I had the power to?
- Who can change the situation for teachers and other youth workers?

### **3. Symptoms of Burnout**

Burnout can show up in many ways and can really affect both your work and your personal life. This section will talk about the physical, emotional, and behavioural signs of burnout. By learning these signs, you'll be better able to notice if you or your coworkers are heading towards burnout. This way, you can take steps to prevent it or get help if you need it.

Please, before we delve deeper in the chapter, watch this short video in which a therapist explains three main signs of burnout.

#### **3.1 Physical Symptoms**

Burnout isn't just about feeling emotionally drained—it also affects your body in significant ways that can impact your overall health and well-being.

One of the most common physical symptoms of burnout is persistent feelings of tiredness and exhaustion. This goes beyond normal tiredness after a busy day; it's a deep-seated weariness that can make even simple tasks feel overwhelming and exhausting.

Alongside exhaustion, burnout can also cloud your thinking. You might find it harder to concentrate, remember things, or make decisions. This mental fog can affect your performance at work and make it challenging to stay focused.

Physical signs of burnout can manifest in various ways. You may experience frequent headaches, muscle tension, stomach problems like indigestion or nausea, or other bodily discomforts. These physical symptoms are your body's way of signalling that the stress from burnout is taking a toll on your health.

Sleep problems are another hallmark of burnout. You may have trouble falling asleep, staying asleep through the night, or waking up feeling refreshed. Poor sleep quality not only exacerbates feelings of exhaustion but also disrupts your body's natural rhythm, making it harder to cope with daily stressors.

A weakened immune system is also associated with burnout. Chronic stress from burnout can suppress your immune system, leaving you more vulnerable to illnesses such as colds, flu, and other infections. This increased susceptibility to sickness further adds to your physical discomfort and can prolong recovery times.

Recognizing these physical symptoms of burnout is crucial for managing your health and well-being. Taking proactive steps to reduce stress, such as practising relaxation techniques, setting boundaries at work, getting regular exercise, and maintaining a healthy diet, can help mitigate the effects of burnout on your body.

Seeking support from friends, family, or a healthcare professional is also important. They can provide guidance on coping strategies, offer emotional support, and help you navigate through the challenges of burnout.

By addressing both the physical and emotional aspects of burnout, you can take steps towards restoring balance in your life and improving your overall well-being. Prioritising self-care and managing stress effectively are key to preventing burnout from negatively impacting your health and happiness.

### ***3.2 Emotional Symptoms***

Burnout can really affect how you feel and interact with both your work and personal life. As a youth worker, it's important to be aware of these emotional signs.

You might start feeling cynical and detached from your job, losing motivation and enthusiasm for the work you once loved. This can lead to feeling like you're just going through the motions without any real engagement.

Persistent sadness or anxiety are common emotional signs of burnout. The stress of working with young people in challenging situations can amplify these feelings, making it hard to find joy in your daily tasks. You might also notice that it's becoming difficult to think clearly, focus, or make decisions effectively.

Irritability and a short temper are other signs to watch out for. You might find yourself getting easily frustrated with colleagues, the young people you work with, or even friends and family. This can cause tension and misunderstandings in both your professional and personal relationships.

Another important emotional sign is feeling inadequate or doubting your abilities. You might start to feel like your efforts aren't recognized or appreciated, which can be really demoralising and further reduce your motivation.

Recognizing these emotional signs early is crucial. While we'll discuss specific strategies later, it's important to know that seeking support, prioritising self-care, and finding ways to build resilience are key steps in addressing these symptoms.

### **3.3 Behavioural Changes**

When you're experiencing burnout as a youth worker, you might notice some changes in how you behave both at work and in your personal life. It's important to be aware of these changes in yourself and your colleagues.

One of the first signs you might notice is pulling away from your work responsibilities. This doesn't happen all at once – it's usually a gradual process. You might start by putting off small tasks, then find yourself missing important deadlines. The quality of your work might slip, not because you don't care, but because you feel too overwhelmed to give it your best effort. For example, you might find yourself skipping parts of your usual routine

with the young people you support, or not following up on their needs as thoroughly as you used to.

Feeling less motivated and getting less done is another common change. Tasks that you used to handle easily – like organising activities for youth or writing reports – might now feel like huge challenges. You might sit at your desk, staring at your to-do list, feeling unable to start anything. This lack of productivity can create a cycle of frustration: the less you get done, the more overwhelmed you feel, which makes it even harder to get things done.

When burnout sets in, many youth workers stop taking care of themselves. You might skip meals because you're too busy or eat unhealthy fast food instead of nutritious meals. Exercise routines often fall by the wayside. You might stop doing hobbies or activities you enjoy because you feel you don't have the time or energy. For instance, if you used to enjoy reading or playing sports in your free time, you might find yourself too exhausted to do these things anymore.

Some people develop unhealthy ways of coping with the stress of burnout. This could mean drinking more alcohol than usual, perhaps having a few drinks every night to "unwind." Others might start smoking or increase their caffeine intake to unhealthy levels. Overeating, especially comfort foods, is another common coping mechanism. While these behaviours might provide temporary relief, they can lead to health problems and make the burnout worse in the long run.

In your interactions with others, you might become more irritable or impatient. This could show up in how you talk to the young people you work with, your colleagues, or even your friends and family. You might find yourself snapping at people over small things or avoiding social interactions altogether.

It's crucial to pay attention to these behavioural changes. They're like warning signs that your body and mind are giving you. Ignoring these signs can lead to more severe burnout, which can affect your well-being and impact your ability to do your job effectively.

Remember, noticing these changes doesn't mean you're failing as a youth worker. It means you're human, and you're dealing with a challenging job. The key is to recognize these behaviours early and take steps to address them. In the coming sections, we'll discuss strategies for dealing with burnout, but for now, just being aware of these potential changes is an important first step.

### **3.4 Stages of Burnout**

Understanding the stages of burnout can help identify it early and take steps to prevent it from becoming severe:

**1. Honeymoon Phase:** Initially, people in this phase feel very enthusiastic and committed to their work. They often put in extra effort and may extend themselves beyond their limits. During this time, they may not notice the signs of stress, and they might not realise they're at risk of burnout.

**2. Onset of Stress:** As time goes on, stress starts to take a toll. Physical and emotional signs begin to appear, such as feeling tired all the time, being anxious, or easily becoming irritated. Work may start feeling more challenging, and individuals may start to feel overwhelmed by their responsibilities.

**3. Chronic Stress:** If stress continues without relief, more serious symptoms can develop. This stage includes chronic exhaustion, significant emotional changes like feeling cynical or detached from work, and behavioural shifts such as decreased productivity and withdrawing from work responsibilities.

**4. Burnout:** At this stage, burnout symptoms are fully developed and can be quite severe. People may experience extreme physical exhaustion, emotional numbness or detachment from their work, and a sense of hopelessness about their situation. Their ability to perform their job effectively is noticeably impaired.

**5. Habitual Burnout:** In the final stage, burnout symptoms become deeply ingrained in daily life. Chronic mental and physical fatigue persists, and emotional detachment from

work continues. Despite efforts to recover, these symptoms are ongoing and significantly impact the individual's overall well-being.

Recognizing the stages of burnout early on is crucial for taking proactive steps to manage stress, seek support, and make necessary changes to prevent burnout from worsening. This may involve setting realistic work-life boundaries, prioritising self-care, and seeking help from colleagues, friends, or professional counsellors to develop healthy coping strategies.

### **3.5 From Burnout to Recovery: A Personal Account**

Natalie Dinnick is, as of today, the Wellbeing Officer and Mental Health Network Lead of Companies House. But before stepping into this role, she was unfortunately a victim of burnout. After a very difficult journey, in which firstly she wouldn't understand what the "problem" was, she managed to recover from burnout and decided to use her experience to help others, by taking on this new professional role. She also wrote an article, to be able to reach as many people as possible. She wanted to let everyone know that the tiredness and exhaustion that they feel are not their fault, and they are having a very specific source. Reading what Natalie Dinnick has been through may help you understand the reality of burnout at a more personal level.

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#### **"Burnout: A true story**

- **The problem:** *Not knowing the signs of burnout can lead to real problems. My role as wellbeing officer has made me realise burnout is more common than some of us realise.*
- **Why it matters:** *Burnout is becoming an increasing problem for organisations. It's not just a cost to individuals' health, but the survival of organisations.*
- **The solution:** *Make people a priority. Create psychological safety and listen and take action – don't wait for things to reach breaking point.*

I recently read a report that **stated that 70% of employees** have experienced **burnout** in the last year. As someone who has experienced burnout myself, I felt shocked and saddened to hear this. However, it motivated me to write this article in an attempt to reduce this figure by sharing my “precautionary tale”.

As difficult as the experience was, I believe it changed my life for the better. I learned incredibly valuable lessons and developed a new career path. I am sharing my story to demonstrate to you that you can recover if you reach burnout. Or even better, prevent it from ever happening to you.

My burnout was caused by a multitude of reasons – problems at home and lots of change and a heavy workload. I felt unable to confide in anyone for fear of looking weak and thinking, “everybody else can cope; I need to just get on with things.”

At first, I didn’t realise what I was experiencing were burnout symptoms, but there were clear signs:

- *Sleeplessness and constant exhaustion.*
- *A permanent knot in my stomach and shortness of breath*
- *Loss of appetite (but I ate junk food for comfort or because I felt I didn’t have time to cook!)*
- *I lost interest in everything I previously enjoyed, including shopping and socialising (so withdrew)*
- *I overexercised to try and reduce my stress, but it had the opposite effect as my cortisol and adrenaline were already high.*

*I ignored all these signs for months until finally, I reached breaking point.*



## Complete burnout – the final phase

*One ordinary Wednesday, I was given a task that I felt could not be done in the time given. I felt totally overwhelmed. I tried to type an email, but the words wouldn't come. My fingers froze over the keyboard. It was as if the "off switch" activated in my brain.*

*I walked away from my desk and bumped into a friend who asked if I was OK. I broke down in tears and replied, "I don't know what's wrong with me."*

*She was the first person to help, suggesting I go home, rest, and see a doctor.*

*Back home, once the tears started, they wouldn't stop. My daughter rang my mum, who immediately drove me to my GP. Unfortunately, I saw an unsympathetic GP who threw some anti-depressants at me without explanation and simply said, "These will make you feel better."*

## Panic attack

*When I realised that I had been given anti-depressants, I felt frightened and had a severe panic attack. I collapsed on the kitchen floor and then slept for hours and hours.*

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*This was burnout. My mind and body ground to a halt.*

*Over the following weeks, I suffered extreme anxiety and depression. I eventually started the medication and, within a month, started to feel a little better. I had eight weeks' sick absence, but it wasn't just the time off work and medication that helped me recover. I realised that I needed to start looking after myself and went on a self-care mission.*

*Fortunately, I received counselling through work, attended a [mindfulness](#) course, meditated daily, read self-help books and made eating well, rest and exercise my priorities. I started gently with exercise because I was so exhausted. Yoga and swimming got me through initially, but now I am able to embrace it all – dance, boxing and weight training.*

## Great support

*As my health improved, I made two important discoveries. Firstly, that I had been ignorant of the danger signs of burnout, and secondly, I found great support from my colleagues and organisation.*

*When I returned to work, I made it my mission to educate my colleagues. I became a Time to Change Champion and encouraged my employer to sign the Time to Change Wales Employer Pledge.*

## Mental health advocates at Companies House

*I established a group of employee champions which evolved to become our now thriving Companies House Mental Health Network.*

*I am hugely proud of our work to educate and raise awareness and have witnessed positive culture change over the last few years.*

*Three years ago, I successfully applied for the Wellbeing Officer role at Companies House, which I love. I feel my burnout experience has given me a passion for my role and wellbeing generally."*

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[Visit the article at the following link](#)

## 4. Managing Stress in Youth Work

As a youth worker, you probably chose this job because you care deeply about helping young people. But sometimes, the work that means so much to you can also be very stressful. You might find yourself dealing with tough situations, tight budgets, and the emotional needs of the young people you support, all at the same time.

Many youth workers feel the pressure to always be there for the kids they work with. You might stay late to finish paperwork, answer calls or messages outside of work hours, or worry about your young people even when you're at home. This dedication is admirable, but it can also lead to feeling worn out and stressed all the time.

When you're stressed for a long time, you might start to feel less excited about your work. You could find it harder to connect with the young people you're trying to help, or you might feel like you're not making a difference anymore.

But it doesn't have to be this way. By learning how to manage stress and take care of yourself, you can keep doing the important work you do without burning out. This chapter will give you tools to help with this.

## **4.1 Handling Stress in Everyday Job Life**

Working as a youth worker can be incredibly rewarding, but it can also be very stressful. It's important to manage your stress so you can continue to help the young people you work with effectively. Here are some tips and activities to help you handle stress in your everyday job life.

### Understanding Stress

Stress is your body's reaction to any change that requires an adjustment or response. It can come from your environment, your body, or your thoughts. While a little stress can motivate you, too much can make you feel overwhelmed and unable to perform your best. Specifically, stress can come from:

- Having too much work to do
- Feeling like there's not enough time to finish everything
- Dealing with lots of different tasks at once
- Worrying about doing a good job

What can you do about it?

Here you will find some tips that you can use to help you organise yourself and manage the workload better. Even if some may sound superficial and not helpful, believe us: also the smallest change in the routine can greatly help your mental health.

## 1. Stay Organised

- **Plan Your Day:** Start your day by making a to-do list. Prioritise your tasks so you can focus on what needs to be done first.
- **Set Realistic Goals:** Break large tasks into smaller, manageable steps.

Here some activities and tips you can take inspiration from:

### ★ Make a To-Do List and Prioritise:

- At the start of each day, write down everything you need to do.
- Mark which tasks are most important or urgent.
- Focus on these important tasks first

### ★ Activity: "Traffic Light To-Do List"

Draw three circles on a piece of paper: red, yellow, and green.

- In the red circle, write tasks that must be done today.
- In the yellow circle, write tasks that are important but can wait a bit.
- In the green circle, write tasks that are less urgent.
- This helps you see what needs your attention right away.

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### ★ "Task Breakdown"

Take one big task you've been avoiding. Write it at the top of a paper. Now, list all the small steps needed to complete it. Cross off each step as you do it. This can help you feel less overwhelmed and more accomplished.

## 2. Learn to Say No

- **Set Boundaries:** Understand your limits and communicate them clearly. It's okay to say no when you are feeling overwhelmed.

- **Prioritise Your Well-being:** Remember that taking on too much can lead to burnout. By saying no to additional tasks, you can focus on doing your current tasks well.
- **Practice Assertiveness:** Use "I" statements to express your needs. For example, "I need to finish my current tasks before I can take on another project."

### 3. Take Breaks

- **Short Breaks:** Take short breaks throughout the day. A five-minute break every hour can refresh your mind.
- **Lunch Break:** Make sure to take your full lunch break away from your desk. Use this time to relax and recharge.

Try this exercise:

- ★ "5-5-5 Break"

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Every hour, do this:

- 5 deep breaths
- 5 gentle stretches
- 5 positive thoughts about your work

### 4. Connect with Colleagues

- **Talk About It:** Share your experiences and feelings with your colleagues. They might offer valuable advice and support.
- **Team Support:** Work together as a team. Support from your colleagues can make a big difference in managing stress.

## 5. Talk to Your Boss or Supervisor

- If you're feeling too stressed, it's important to talk to your boss. They might be able to help you manage your workload better.
- Tips for talking to your boss:
  - Explain clearly what's making you feel stressed.
  - Suggest some solutions, like reorganising your tasks.
  - Ask for their advice on managing your work better.

### Useful Tools:

There are many apps that can help you manage stress. Here are a few popular ones:

1. Headspace: Offers guided meditations and mindfulness exercises.
2. Calm: Provides sleep stories, meditation, and relaxing music.
3. Breathe2Relax: Teaches diaphragmatic breathing to reduce stress.
4. Happify: Uses games and activities to boost positive emotions.

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Remember, these apps are tools to help you, not another task to stress about. Use them when they feel helpful.

## **4.2 Handling Stress and Emotional Burden from Domestic Violence Cases**

Dealing with cases of domestic violence (DV) can be one of the most challenging aspects of working as a youth worker. The emotional burden and stress that come with these cases are profound and can significantly impact your well-being. Understanding and managing these challenges is crucial to maintaining your effectiveness and mental health.

### 4.2.1 The Emotional Burden of Domestic Violence Cases

When you work with young people who are victims of domestic violence, you are often exposed to their trauma and suffering. This exposure can lead to secondary traumatic

stress, also known as vicarious trauma. As a youth worker, you naturally empathise with the young people you support. However, constantly being in touch with their pain and trauma can lead to empathy fatigue, where your ability to empathise diminishes over time. This is often accompanied by compassion fatigue, which occurs when you are repeatedly exposed to the trauma of others, leading to a state of physical and mental exhaustion. You might find yourself feeling numb, detached, or less compassionate.

Another common experience is the feeling of helplessness. Despite your best efforts, there are often limitations to what you can do to help. This can lead to feelings of frustration and helplessness. Navigating the legal and social service systems can be challenging and slow, adding to the frustration when you can't provide immediate solutions.

Emotional overload is also a significant part of the burden. Hearing about and witnessing the effects of domestic violence can evoke strong emotional responses, including sadness, anger, and distress. These emotions can spill over into your personal life, affecting your relationships and overall well-being. Moreover, the high expectations you place on yourself can lead to an intense sense of responsibility to protect and support the young people in your care. This can be overwhelming, especially with the fear of not being able to prevent further harm or adequately support a victim, which can be a significant source of stress.

#### 4.2.2 Tips for Managing Stress and Emotional Burden

Acknowledging your feelings is the first step in managing the emotional burden. When you encounter a case of domestic violence, it's natural to feel a range of emotions, including sadness, anger, frustration, and helplessness. Understanding that it's okay to feel this way is crucial. **Seek support** from a supervisor or counselling services. Sharing your concerns and experiences can provide guidance and emotional support, helping you process your emotions and develop coping strategies. While having this exchange, you could also learn something new that could help you handle these kinds of situations better.

★ *Activity:* "Weekly Learning"

Set aside 30 minutes each week to learn something new about trauma or domestic violence. This could be reading an article, watching a video, or talking to a more experienced colleague.

Practising **self-care** is essential. Make sure to take time for yourself, engaging in activities that you enjoy and that help you relax, whether it's reading, spending time with loved ones, or engaging in hobbies. Maintaining a balanced diet, getting regular exercise, and ensuring you are getting enough sleep helps your body and mind handle stress more effectively.

Developing **healthy boundaries** is another important strategy. Try to separate your work life from your personal life, avoiding taking work home with you when possible. This can help you recharge and prevent burnout. Setting emotional boundaries means understanding your limits and knowing when to step back. It's important to be compassionate but also to protect your own emotional health.

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★ *Activity:* "Leaving Work at Work"

At the end of each day, write down your worries about work on a piece of paper. Put the paper in a drawer at work. Imagine you're leaving your worries there until the next day.

**Mindfulness and relaxation** techniques, such as mindful breathing and meditation, can help you stay grounded and reduce the emotional impact of your work.

★ *Activity:* "Grounding Exercise"

When you feel overwhelmed, try this:

- Name 5 things you can see
- 4 things you can touch
- 3 things you can hear
- 2 things you can smell



- 1 thing you can taste

This helps bring your mind back to the present moment.

Engaging in **peer support groups** where you can share your experiences and feelings with colleagues who understand what you're going through, can provide a genuine sense of community and reduce feelings of isolation. However, it's equally important not to limit these conversations to the workplace. Engaging with friends and maintaining a rich **social life** is crucial as well. These connections can serve as a refuge, allowing you to disconnect from work while still being open to discussing your feelings when needed. Sharing your struggles with loved ones can ease your burden and foster a deeper understanding of your discomfort. Additionally, seeking out a mentor with experience in dealing with domestic violence cases can offer invaluable insights and support. Together, these approaches create a robust and compassionate support network, helping you navigate challenges more smoothly.

★ *Activity: "Buddy System"*

Find a trusted colleague to be your "buddy." Set up regular times to talk with each other about tough cases. This can be a safe space to share your feelings and get support.

**Reflecting and debriefing** after handling a difficult case is also beneficial. Take time to debrief with a colleague or supervisor, discussing what happened, how it affected you, and what can be learned from the experience. Writing about your experiences and feelings in a **journal** can be a therapeutic way to process your emotions and reflect on your work.

★ *Activity: "Self-Compassion Journal"*

At the end of each week, write down:

- Three things you did well in your work
- One thing you learned

- One way you'll be kind to yourself next week.

Remember, facing cases of domestic violence can be emotionally taxing, but you are not alone. It's essential to take care of yourself so you can continue to provide the best support possible to the young people in your care. Your well-being is just as important as the work you do.

### ***4.3 The Importance of Seeking Professional Support***

Working with young people who are victims of domestic violence (DV) is profoundly impactful and challenging. To manage the emotional and psychological burden, as well as to prevent burnout, it is crucial to seek professional support. Here's why professional support is essential and how it can help you cope with the demands of your role.

#### **Preventing Burnout**

Burnout is a state of emotional, physical, and mental exhaustion caused by prolonged stress. As a youth worker, you are at risk of burnout due to the intense nature of your work. Seeking support from professionals, such as counsellors or therapists, can help you manage your stress levels and prevent burnout. Here's how:

1. **Emotional Outlet:** Talking to a counsellor provides a safe space to express your feelings and frustrations. It allows you to release pent-up emotions, which is crucial for maintaining emotional health.
2. **Stress Management Techniques:** Professionals can teach you effective stress management techniques, such as cognitive-behavioural strategies, relaxation exercises, and mindfulness practices. These tools can help you cope with daily stressors and maintain your resilience.
3. **Work-Life Balance:** Counsellors can help you establish boundaries between work and personal life, ensuring that you have time to recharge and take care of yourself.

The emotional impact of dealing with DV cases can be profound. Professional support is vital in helping you navigate these complex emotions and maintain your well-being.

### Handling the Emotional Burden of Domestic Violence Cases

Exposure to the trauma of others can lead to secondary traumatic stress, making it essential to seek professional support. Therapists can guide you through understanding and managing your reactions to trauma, helping you process these experiences and prevent them from becoming overwhelming. In addition, they can assist you in developing coping strategies specifically tailored to handling the emotional impact of DV cases. These strategies might include grounding techniques, emotional regulation skills, and methods to detach emotionally when necessary.

Professional counsellors also provide crucial validation and understanding of your experiences. They acknowledge the difficulty of your work and the emotional toll it can take, offering reassurance and support that can be incredibly helpful.

Regular professional support ensures that you maintain your mental and emotional health over the long term. This ongoing care enables you to sustain your ability to support young people effectively and compassionately, ensuring that you can continue to provide the best care possible while protecting your own well-being.

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### Seeking Professional Support: Practical Steps

1. **Identify Resources:** Familiarise yourself with the mental health resources available to you. This could include in-house counselling services, external therapists, or support hotlines.
2. **Schedule Regular Sessions:** Make professional support a regular part of your self-care routine. Schedule sessions with a counsellor or therapist, even when you're not feeling overwhelmed, to maintain your emotional health.

3. **Participate in Supervision:** Regular supervision with a more experienced colleague or supervisor can provide guidance, support, and a space to discuss difficult cases.
4. **Join Support Groups:** Consider joining support groups for youth workers or professionals dealing with trauma. Sharing experiences with peers can provide additional support and insights.

Remember, seeking professional support is not a sign of weakness; it's a proactive step towards maintaining your health and effectiveness as a youth worker. Your ability to support the young people you work with depends on your well-being. Prioritising professional support ensures you can continue to provide the best care possible while protecting your own mental and emotional health.

## ***5. Achieving Work-Life Balance and Emphasizing Self-Care***

Maintaining a healthy work-life balance is crucial for anyone, especially for youth workers who deal with emotionally challenging cases such as domestic violence. Self-care is not just a luxury; it's a necessity to ensure that you can continue to perform your job effectively while maintaining your overall well-being.

### ***5.1 The Importance of Self-Care***

Self-care is essential for preserving your mental, emotional, and physical health. When you prioritise self-care, you not only improve your own well-being but also enhance your ability to support and care for others. In the demanding field of youth work, where emotional exhaustion and burnout are common, self-care becomes even more critical. Without proper self-care, you risk becoming overwhelmed, which can impact your job performance and personal life.

## Tips for Maintaining Work-Life Balance

### Set Clear Boundaries

- Define specific work hours and stick to them. Avoid letting work encroach on your personal time. This separation helps you recharge and prevents burnout.
- Create a physical or psychological boundary between work and home. For example, you might designate a specific space in your home as your work area to help mentally separate work from personal life.

### Prioritise Downtime

- Make time for activities that relax and rejuvenate you. Whether it's reading a book, taking a walk, or spending time with loved ones, ensure you have regular periods of downtime.
- Schedule regular breaks throughout your workday. Short breaks can help reduce stress and improve productivity.

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### Engage in Hobbies and Interests

- Pursue activities that you are passionate about, whether it's a creative hobby, sports, or community involvement. Engaging in activities outside of work can provide a sense of fulfilment and balance.

### Practice Mindfulness and Relaxation

- Incorporate mindfulness practices into your daily routine. Techniques such as meditation, deep breathing exercises, and progressive muscle relaxation can help manage stress and maintain a sense of calm.
- Consider integrating mindfulness exercises into your workday, such as a few minutes of deep breathing or a short meditation before or after meetings.

## Build and Maintain Social Connections

- Stay connected with friends, family, and support networks. Social interactions provide emotional support and can offer a break from work-related stress.
- Participate in social activities or support groups where you can share experiences and receive encouragement from peers.

## Seek Professional Support

- If you find yourself struggling to manage stress or maintain work-life balance, consider seeking professional help. Therapists or counselors can provide strategies for coping and maintaining a healthy balance.

## 5.2 Activities and Exercises for Self-Care

### ❖ Daily Relaxation Rituals

- **What to Do:** Start or end your day with a relaxation ritual. This could be a few minutes of meditation, a warm bath, or reading a book.
- **Why It Helps:** These rituals help you unwind and set a positive tone for your day, contributing to overall well-being.

### ❖ Physical Activity

- **What to Do:** Incorporate physical exercise into your routine, such as jogging, yoga, or dancing. Aim for at least 30 minutes of moderate activity several times a week.
- **Why It Helps:** Exercise releases endorphins, which can boost your mood and energy levels. It also helps reduce stress and improve sleep.

### ❖ Journaling

- **What to Do:** Spend a few minutes each day writing in a journal. Reflect on your day, your feelings, and your accomplishments.
- **Why It Helps:** Journaling provides an outlet for expressing emotions and helps you process your experiences. It can also enhance self-awareness and problem-solving skills.

#### ❖ **Healthy Eating and Hydration**

- **What to Do:** Focus on eating a balanced diet rich in fruits, vegetables, and whole grains. Drink plenty of water throughout the day.
- **Why It Helps:** Proper nutrition and hydration support overall health and can improve mood and energy levels.

#### ❖ **Sleep Hygiene**

- **What to Do:** Maintain a regular sleep schedule and create a restful environment for sleep. Avoid screens and caffeine close to bedtime.
- **Why It Helps:** Good sleep hygiene promotes restorative sleep, which is crucial for managing stress and maintaining physical health.

Remember, achieving a healthy work-life balance is an ongoing process. Regularly assess how well you are managing your balance and adjust as needed. Prioritising self-care ensures that you can continue to be effective in your role while maintaining your own health and happiness.

## Guided Practice (2 hours)

<p><b>Learning Activity 1</b></p>	<p><i>Box breathing exercise</i></p>
<p><b>Learning Outcome</b></p>	<ol style="list-style-type: none"> <li>1. Enhanced Relaxation: Participants will learn how to use controlled breathing to promote relaxation and reduce immediate feelings of stress.</li> <li>2. Improved Focus: By practising box breathing, individuals will develop better concentration and mental clarity, which can enhance their ability to handle challenging situations.</li> <li>3. Emotional Regulation: Participants will gain skills in managing their emotional responses, helping them stay calm and composed in stressful moments.</li> <li>4. Increased Self-Awareness: Through mindful breathing, individuals will become more aware of their stress levels and bodily sensations, allowing for timely intervention before stress escalates.</li> <li>5. Stress Reduction: Regular practice of box breathing can lead to a decrease in overall stress levels, contributing to better mental and physical health.</li> <li>6. Empowerment: Participants will feel more empowered knowing they have a simple, effective tool to manage stress anytime, anywhere.</li> </ol>

When you feel stressed, try this simple breathing exercise:

1. Sit comfortably and close your eyes.
2. Breathe in slowly through your nose for 4 counts.
3. Hold your breath for 4 counts.



4. Exhale slowly through your mouth for 4 counts.
5. Hold your breath for 4 counts.
6. Repeat this cycle 4 times or until you feel calmer.

This exercise can help slow your heart rate and make you feel more relaxed. You can do it anywhere, anytime you feel stressed.

Remember, managing stress is an ongoing process. What works for one person might not work for another, so try different methods to find what suits you best. If you're feeling overwhelmed, don't hesitate to seek professional help. Taking care of your mental health is just as important as the work you do for others.

Now, we want to provide you with a specific activity for managing stress as a youth worker.

<b>Learning Activity 2</b>	<i>The Stress Bucket</i>
<b>Learning Outcome</b>	<ol style="list-style-type: none"> <li>1. Self-Awareness: Participants will gain a deeper understanding of their personal stressors and current stress levels in their role as youth workers.</li> <li>2. Stress Visualisation: Learners will be able to visually represent their stress capacity and current stress load, making abstract concepts more tangible.</li> <li>3. Coping Strategy Identification: Participants will recognize and list their existing coping mechanisms for managing work-related stress.</li> <li>4. Strategy Development: Learners will generate new, youth work-specific coping strategies to expand their stress management toolkit.</li> <li>5. Reflective Practice: Participants will engage in self-reflection about</li> </ol>

their stress levels and the effectiveness of their coping strategies.

6. Action Planning: Learners will create a personalised action plan to implement new stress management techniques in their daily work.

7. Ongoing Stress Management: Participants will understand the importance of regularly assessing and managing their stress levels to prevent burnout.

8. Adaptability: Learners will recognize that stress management is an evolving process that requires regular attention and adjustment.

9. Work-Life Balance: Participants will gain insights into creating better boundaries between their professional and personal lives.

10. Self-Care Prioritization: Learners will recognize the importance of self-care in maintaining their effectiveness as youth workers.

This activity will help you visualise your stress levels and develop strategies to prevent burnout. You can do this activity on your own in about 30-45 minutes.

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### What you'll need:

- A sheet of paper
- Coloured pens or pencils
- Sticky notes (if available, or small pieces of paper)

### Steps to follow:

#### 1. Understanding Your Stress Bucket:

On your paper, draw a large bucket. This represents your capacity for stress.

## 2. Identifying Your Stressors:

Take a moment to think about the things that cause you stress in your youth work. Write each stressor on a separate sticky note or small piece of paper. Use blue or a dark colour for these.

## 3. Filling Your Bucket:

Place or draw your stressors inside the bucket. As you do this, reflect on how each one impacts your daily work and life.

## 4. Assessing Your Stress Level:

Look at your filled bucket. Does it seem full? Overflowing? How does this visual representation make you feel about your current stress level?

## 5. Creating "Stress Release Taps":

Now, think about the ways you currently cope with stress. These are your "stress release taps". Write each coping strategy on a new sticky note or piece of paper, using a different colour (like yellow or green).

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## 6. Adding Your Taps:

Place or draw these coping strategies around your bucket as "taps". These represent ways to release stress from your bucket.

## 7. Brainstorming New Strategies:

Can you think of any new coping strategies you could try? Add these to your bucket as new "taps". Consider strategies specific to youth work, like:

- Debriefing with a colleague after a challenging session
- Setting clear boundaries for work hours
- Practising a quick mindfulness exercise between meetings

## 8. Reflection and Action Plan:

Look at your completed stress bucket and answer these questions:

- Which stressors could you potentially reduce or eliminate?
- Which coping strategy (tap) do you use most effectively?
- What new coping strategy would you like to try this week?

## 9. Ongoing Management:

Keep your stress bucket drawing somewhere visible. Regularly "check your bucket" to see how full it is and which "taps" you need to use. Update it as new stressors appear or as you develop new coping strategies.

Remember, managing stress is an ongoing process. By regularly assessing your stress levels and actively using your coping strategies, you can prevent your bucket from overflowing and reduce your risk of burnout. Take care of yourself so you can continue to effectively support the young people you work with.

## Self-Directed Learning

This module is coming to an end, but before passing to the next module, we would like to provide you with more resources which you can use to keep learning about burnout and burnout prevention and healing.

Below are some self-directed learning activities:

<b>Learning Activity 1</b>	<p>Type: Video</p> <p>Name: <i>Emily Nagoski and Amelia Nagoski: The cure for burnout (hint: it isn't self-care)   TED</i></p> <p>Link: <a href="https://www.youtube.com/watch?v=PrJAX-iQ-O4">https://www.youtube.com/watch?v=PrJAX-iQ-O4</a></p>
<b>Learning Outcome</b>	<p>Theme: This is an interview with Emily and Amelia Nagoski, co-authors of a book about burnout. The interview delves deep into the reasons for</p>

	<p>burnout and what to do in case of burnout, starting from the testimony of Amelia Nagoski, who suffered from it. They also give an interesting insight on how to deal with stress and how to talk about it with the managers.</p> <p>We invite you to reflect on what you heard, asking yourself if you agree or disagree with their points of view, and if you would follow their advice. If not, how would you act?</p>
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<b>Learning Activity 2</b>	<p>Type: Online education platform</p> <p>Name: <i>Reintegrate Wellbeing MOOC</i></p> <p>Link: <a href="https://mooc.reintegratewellbeing.eu/">https://mooc.reintegratewellbeing.eu/</a></p>
<b>Learning Outcome</b>	<p>Theme: In this online education platform, you can find useful and supporting material about burnout: from understanding its causes and effects, to learning how to heal from it and how to prevent it. The authors of the platform are providing the users with theory regarding the matter, as well as exercises to check the knowledge learnt and practical activities that can be done individually and in groups.</p>

<b>Learning Activity 3</b>	<p>Type: Serie of Webinars</p> <p>Name: <i>Burn Bright, not Out!</i></p> <p>Link:</p> <p><a href="https://www.youtube.com/@ReintegrateWellbeingProject/videos?view=0&amp;sort=dd&amp;shelf_id=3">https://www.youtube.com/@ReintegrateWellbeingProject/videos?view=0&amp;sort=dd&amp;shelf_id=3</a></p>
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<b>Learning Outcome</b>	Theme: These are a series of Webinars held by the project Reintegrate Wellbeing, in which each video addresses a different factor of self-care and burnout.
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<b>Learning Activity 4</b>	Type: Book Name and author: <i>Trauma stewardship: An everyday guide to caring for self while caring for others</i> by Laura van Dernoot Lipsky and Connie Burk
<b>Learning Outcome</b>	Theme: <i>Trauma Stewardship</i> is a practical and compassionate guide aimed at individuals who work in trauma-exposed professions, such as social workers, healthcare providers, educators, and first responders. The book addresses the emotional, physical, and psychological toll that caring for others who have experienced trauma can take on professionals.

<b>Learning Activity 5</b>	Type: Book Name and author: <i>Burnout in der Sozialen Arbeit: Grundlagen - Präventionsstrategien - Perspektiven</i> (Burnout in Social Work: Basics - Prevention Strategies - Perspectives) by Christoph Rösing
<b>Learning Outcome</b>	Theme: This book is a comprehensive resource that delves into the phenomenon of burnout within the field of social work, which makes it also relevant for youth workers. It covers the foundational concepts, prevention strategies, and perspectives on managing burnout.  It also provides qualitative insights through interviews with social workers, discussing their motivations, challenges, and coping strategies.

## Assessment

An assessment for this module is the following quizzes

Aspects to consider	Your Answer
<p>What is burnout and what are the main causes of it?</p>	
<p>What are the main symptoms of burnout and to whom is it more likely to happen?</p>	
<p>What is a good exercise to do regularly to take care of our well-being that you see yourself incrementing in your routine?</p>	

### ***End-of-module assessment questions***

#### ***Causes of Burnout***

1. True or False: Lack of control over job-related decisions can be a cause of burnout.
2. True or False: A supportive work environment is a common cause of burnout.
3. True or False: Poor work-life balance is often a cause of burnout.

### ***Symptoms of Burnout***

4. True or False: Physical symptoms like headaches and stomachaches can be indicators of burnout.
5. True or False: Feeling cynical or detached from your work can be a sign of burnout.
6. True or False: Improved job performance is a typical symptom of burnout.

### ***Definition of Burnout***

7. True or False: Burnout is a state of physical, emotional, and mental exhaustion caused by prolonged stress.
8. True or False: Burnout only affects people in high-stress professions.
9. True or False: Burnout involves feelings of reduced accomplishment and loss of personal identity.

Answers: 1) T, 2) F, 3) T, 4) T, 5) T, 6) F, 7) T, 8) F, 9) T.

### ***How to Handle Stress and Emotional Burden***

1. What is a beneficial practice for processing trauma exposure in youth work?
  - A. Ignoring the trauma
  - B. Focusing solely on administrative tasks
  - C. Avoiding all conversations about the trauma
  - D. Discussing experiences with a trusted colleague or supervisor
2. Which of the following is an effective coping strategy for emotional regulation when dealing with DV cases?
  - A. Bottling up emotions



- B. Isolating from others
  - C. Practising mindfulness and grounding techniques
  - D. Increasing workload to stay busy
3. When feeling overwhelmed by a DV case, what is a good immediate action?
- A. Quitting the job
  - B. Avoiding the situation
  - C. Working longer hours to solve the issue quickly
  - D. Taking a short break and engaging in a relaxing activity
4. Why is professional support crucial for youth workers handling DV cases?
- A. To shift the responsibility to someone else
  - B. To receive guidance and validation
  - C. To avoid dealing with the emotional aspects
  - D. To reduce the workload
5. What is an important aspect of self-care for youth workers?
- A. Ignoring personal needs
  - B. Working without breaks
  - C. Prioritising rest and healthy sleep patterns
  - D. Constantly multitasking

### ***Good Practices for Well-being and Work-life Balance***

6. What is an effective way to maintain work-life balance?

- A. Bringing work home every day
  - B. Working on weekends regularly
  - C. Setting clear boundaries between work and personal time
  - D. Not taking vacations
7. Which activity can help youth workers manage stress in their everyday job life?
- A. Skipping meals
  - B. Regular physical exercise
  - C. Avoiding social interactions
  - D. Overloading with tasks
8. Why is learning to say "no" important for youth workers?
- A. To avoid any responsibilities
  - B. To seem uncooperative
  - C. To manage workload and prevent burnout
  - D. To reduce professional development opportunities
9. What is a practical way to seek professional development and prevent burnout?
- A. Avoiding all training opportunities
  - B. Working without seeking new skills
  - C. Engaging in regular training and workshops
  - D. Relying solely on past knowledge

10. How can youth workers build a supportive network?

- A. Isolating from colleagues
- B. Avoiding professional gatherings
- C. Not discussing work challenges with anyone
- D. Building connections with peers and mentors

## Answers

### ***How to Handle Stress and Emotional Burden***

1. D. Discussing experiences with a trusted colleague or supervisor
2. C. Practising mindfulness and grounding techniques
3. D. Taking a short break and engaging in a relaxing activity
4. B. To receive guidance and validation
5. C. Prioritising rest and healthy sleep patterns

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### ***Good Practices for Well-being and Work-life Balance***

6. C. Setting clear boundaries between work and personal time
7. B. Regular physical exercise
8. C. To manage workload and prevent burnout
9. C. Engaging in regular training and workshops
10. D. Building connections with peers and mentors

## Useful references and resources for further learning

### Video 1

URL/link to the video	<a href="https://www.youtube.com/watch?v=5QIkR7f9oSU">https://www.youtube.com/watch?v=5QIkR7f9oSU</a>
Title of the video	<b>What is burnout? WHO recognizes it as an "occupational phenomenon"</b>
Description of the content of the video	Explanation of what burnout is, where does the term <i>Burnout</i> come from, causes and consequences of it. Testimony from a victim of burnout.
Reflective questions after/before watching the video	<ul style="list-style-type: none"> <li>• Have you ever felt like the people in the video describe?</li> <li>• Do you see asking for help as a weakness?</li> <li>• If you ever feel this way, do you feel like you can ask for help at work (to your manager, or your colleagues)?</li> <li>• If not, why not?</li> </ul>

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### Video 2

URL/link to the video	<a href="https://www.youtube.com/watch?v=VMbhM59K5FQ">https://www.youtube.com/watch?v=VMbhM59K5FQ</a>
Title of the video	<b>3 signs that you've hit clinical burnout and should seek help   Laurie Santos</b>

<b>Description of the content of the video</b>	A Psychologist speaks about burnout, focusing on 3 specific symptoms: emotional exhaustion, depersonalisation, personal ineffectiveness. She then gives questions to the viewers to see if they are having burnout
<b>Reflective questions after/before watching the video</b>	<ul style="list-style-type: none"> <li>• Have you ever felt like what the psychologist describes in the video?</li> <li>• Have you ever heard of these symptoms related to burnout before?</li> <li>• Answer the questions that the psychologist gives in the video to understand if you may be going through burnout.</li> </ul>

## Lesson Plan

Lesson Plan			
<b>Module</b>	<i>6. Self-care and Burnout prevention</i>		
<b>Total Duration</b>	<i>5 hours</i>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• <i>Notepads</i></li> <li>• <i>Pens</i></li> <li>• <i>Sticky notes</i></li> </ul>		
<b>Learning Outcome Matrix</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: center; vertical-align: middle;"><i>Knowledge</i></td> <td> <i>What is burnout</i>   <i>Causes of burnout</i>   <i>Symptoms of burnout</i>   <i>Stress management</i>   <i>Handling emotional burden</i> </td> </tr> </table>	<i>Knowledge</i>	<i>What is burnout</i>  <i>Causes of burnout</i>  <i>Symptoms of burnout</i>  <i>Stress management</i>  <i>Handling emotional burden</i>
<i>Knowledge</i>	<i>What is burnout</i>  <i>Causes of burnout</i>  <i>Symptoms of burnout</i>  <i>Stress management</i>  <i>Handling emotional burden</i>		

		<i>Work-life balance</i>
	<i>Skills</i>	<i>How to handle stress and emotional burden</i> <i>Self-care daily activities</i>
	<i>Attitudes</i>	<i>Learning the importance of self-care in order to help others</i> <i>Separating work from personal life</i>
	<i>Learning objectives</i>	<i>Learn what burnout is, its causes and effects.</i> <i>Learn how to cope with stressful situations and emotional burden</i> <i>Learn stress relief activities</i> <i>Learn self-care exercise and routines</i>
<b>Introduction</b>	<i>In this module you will learn about burnout (what is it, what are its causes and its effects), and then you will learn through theory and practical exercise how to deal with stress and emotional burden, that you can have while working as a youth worker. You will also study how to achieve Work-life balance, also through activities and theory.</i>	
<b>Theoretical Contents</b>	<i>What is burnout, what are its causes and symptoms. Stress management theory and comprehending the emotional burden that youth workers can have. The importance of work-life balance.</i>	
<b>Learning Activities</b>	<ol style="list-style-type: none"> <li><b>1. Box Breathing</b></li> <li><b>2. The Stress Bucket</b></li> </ol>	
<b>Assessment</b>	<i>In this module you will find exercises (true or false quizzes, multiple choice quizzes), and open questions to help you reflect.</i>	

**Useful  
references  
and resources  
for further  
learning**

1. *Emily Nagoski and Amelia Nagoski: The cure for burnout (hint: it isn't self-care) | TED*

Link: <https://www.youtube.com/watch?v=PrJAX-iQ-O4>

2. *Reintegrate Wellbeing MOOC*

Link: <https://mooc.reintegratewellbeing.eu/>

3. *Burn Bright, not Out!*

Link:

[https://www.youtube.com/@ReintegrateWellbeingProject/videos?view=0&sort=dd&shelf\\_id=3](https://www.youtube.com/@ReintegrateWellbeingProject/videos?view=0&sort=dd&shelf_id=3)

4. *Trauma stewardship: An everyday guide to caring for self while caring for others* by Laura van Dernoot Lipsky and Connie Burk

5. *Burnout in der Sozialen Arbeit: Grundlagen – Präventionsstrategien – Perspektiven* (Burnout in Social Work: Basics - Prevention Strategies - Perspectives) by Christoph Rösing

6. *How can we support the emotional well-being of teachers? | Sydney Jensen*

<https://www.youtube.com/watch?v=OfCLTQhW9GQ>

## Module 7: Case Studies and Best Practices

### Case Studies and Best Practices in Spain (*Prepared by Sedaví Town Council*)

#### Case Studies

##### *An overview of gender violence applied to young people in Spain.*



Violence against women (VAW) is the most brutal and extreme manifestation of inequality between men and women that exists in our society. With some nuances in terms of meaning, VAW is also known as intimate partner violence, marital violence, or gender violence (GBV) among many others. The term "gender" refers not only to the biological differences between sexes, but also to the social and cultural differences attributed to people based on their sex. The intention of the term is to distinguish anatomical sex from social gender. It is a word inherited from the term gender that, in the English-speaking

world, began to be used as a philosophical concept around the 1970s. This study aims to present a general vision of the perception and prevalence of gender violence among young people in Spain. This is an essentially informative and preventive study.

The objective is to draw a panorama of gender violence in Spain and in the world and, within this, to identify and quantify gender violence among young Spaniards. Unlike other previous studies on gender violence in young people and adolescents (Fernández-Llebrez, 2012; Valdemoro and Peyró, 2009; Silva, 2007), which study specific areas of the problem, the present study addresses gender violence from a global point of view, to go



down until reaching the important aspects of gender violence among young Spaniards, analyzing both their preconceived ideas and the reality of the attacks, which allows us to show the quantitative evolution of both victims and aggressors.

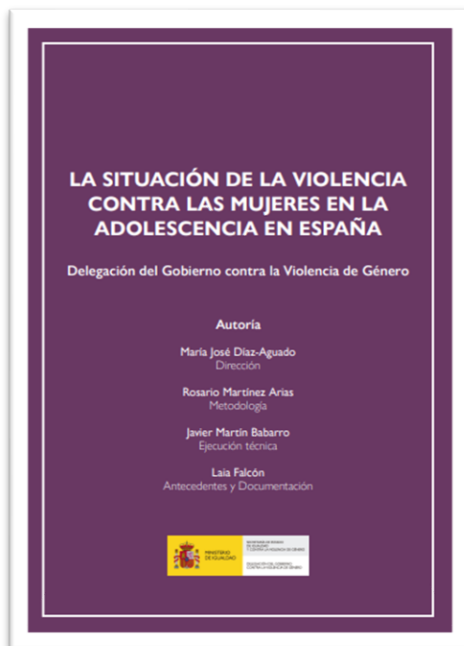
[Link](#)

***Summary of the Study Gender violence in young people:***



[Link](#)

***"The situation of violence against women in adolescence in Spain"***



The study entitled "The situation of violence against women in adolescence in Spain" has been promoted, financed and coordinated by the Government Delegation against Gender-based Violence, and carried out by the Preventive Psychology Unit of the Complutense University of Madrid. The Ministry of Education and Vocational Training, the Education Departments of the Autonomous Communities and the Autonomous Cities of Ceuta and Melilla have also participated in the project. Its authorship belongs to: María José Díaz- Aguado Jalón (General management), Rosario Martínez Arias (Methodology), Javier Martín Babarro (Technical execution) and Laia Falcón (Background and documentation).

Its main objective is to find out the current situation of violence against women in adolescence in Spain, as well as the risk and protection conditions against such violence and the evolution detected when comparing the results obtained in 2020 with those of

previous studies, the data of which was collected in 2010 and 2013. The study on the current situation of adolescents in Spain, as well as on their risk and protection conditions, is based on a representative sample of 13,267 adolescents from 336 schools, distributed over 16 Autonomous Communities, in addition to the autonomous cities of Ceuta and Melilla. [Link](#)

### ***Perception of gender violence in adolescence and youth***



This publication collects the results of the analysis of the Survey of Social Perception of Gender Violence by adolescence and youth carried out on a sample of 2,457 people of both sexes representative of the population residing in Spain between 15 and 29 years old.

The study analyses the perception of gender equality among adolescents and young people in Spain today, the rejection or tolerance of gender violence in its different manifestations, and the survival of different stereotypes about victims and aggressors. In addition, the scope of gender violence in the environment of the people interviewed is studied, as well as the knowledge and assessment of the different resources that exist to combat gender violence, the knowledge of the place to go if they want to file a complaint of abuse, and the reasons attributed to victims for not reporting their abuser.

Finally, the perceptions of young people and adolescents are compared with those of the general population. With this study, the Government Delegation for Gender Violence seeks to deepen the knowledge of gender violence, in this case in the perception that exists among the young and adolescent population, as a way to improve public policies. actions focused on the younger population, and citizen awareness through data and studies with objective and reliable information, which reflect the reality of gender violence. [Link](#)

## Best Practices

### *Bank of Good Practices for the prevention of gender violence.*



This Website is a compilation in a Database, which aims to be an instrument of consultation and support for all those people who work every day in the prevention of gender violence. This website compiles legislation, coordination proposals, prevention actions, programs and services, which have interesting elements to be observed, both inside and outside our borders.

Through this space, you can take a tour through different intervention modalities, from prevention and awareness to service coordination and evaluation, through direct attention to victims in its different modalities.

It is a living Database in which you can participate, providing information on those intervention initiatives that have obtained good results from your field of action.

[Link](#)

### *Centre for Studies of the Male Condition*

The Centre for Studies of the Male Condition is an independent, private institution dedicated to promoting changes in the health, behaviour and lifestyle of men. Created in Madrid in 1993 by health and education professionals with the intention of promoting healthy and supportive male life projects, democratizing everyday life, from a self-critical perspective of the traditional male model and from an ethic of solidarity and gender respect.



It is a pioneering centre that offers comprehensive intervention to work with men. It is a broad intervention in which, on the one hand, spaces for training and reflection on masculinities are carried out for anyone. On the other hand, we have a comprehensive unit specialized in psychosocial intervention with men who commit violence against women. It

contains innovative elements in terms of the approach and the resources they propose.

**«Gender rebels»: Therapeutic group with adolescents who suffer gender violence**

The mission of “Gender Rebels” is to work in a group context with adolescent girls who have been or are victims of gender violence by their partners and who have come requesting help or being referred to other resources such as courts or institutes. Therefore, the general objective of the project launched by the Malaga City Council is to create a resource adapted to the needs of this population.



This practice combines very positive elements during the development of its sessions: the frank expression of feelings and perceptions regarding oneself, the training and information offered, the dynamics of learning and self-knowledge, the interaction with other colleagues and the therapist, mutual support or feedback that can be received from others.

In this sense, they not only receive help by attending the group, but they also provide it, which promotes their self-esteem, empowerment and perception of self-efficacy.

Another element to consider is that the materials have been created originally for the participants, adapting them to their needs and circumstances.

Finally, the project has been selected to participate in the National Congress on Gender Violence and awarded the Quality Award for innovation from the Malaga City Council.

**«Free» Mobile application to detect sexist violence in young people**



The application is a resource available for women victims of violence, and all those who detect such situations in their environment; with the aim of offering all the information that may be useful and may serve as guidance to users.

It is a very simple and accessible management tool for people with disabilities.

In addition to being free, this tool stands out for being confidential, since it has been designed to remain hidden in the phone menu in such a way that no one else, except herself, knows that she has an application on gender violence.

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The initiative has the potential of new technologies, especially among one of the population groups to which it is aimed: young people and adolescents.

## Case Studies and Best Practices in Cyprus (*Prepared by CARDET*)

### Case Studies

#### ***React to domestic violence- Building a support system for victims of domestic violence- Cyprus Mapping study: Implementation of the domestic violence legislation, policies and the existing victim support system (December 2010)***

This report is the result of a research project conducted by the Mediterranean Institute of Gender Studies (MIGS) within the framework of the project REACT to Domestic Violence: Building a Support System for Victims of Domestic Violence, funded by the European Commission Daphne III Programme, and coordinated by the Legal Informational Centre for NGOs Slovenia (PIC). The project's main aim was to raise awareness, knowledge and sensitivity among legal practitioners, judges and prosecutors involved in domestic violence as well as to increase the capacity of the NGO support system to effectively respond to victim's needs.

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This mapping study aims to gain and share knowledge and understanding on domestic violence in Cyprus, as well as to assess all aspects of implementation of the relevant legislation and policies on domestic violence, with a particular focus on the victim support system. The research was conducted from a gender perspective. The qualitative analysis is based on eight semi-structured in-depth interviews conducted with policy makers and government officials from all relevant ministries and government departments, as well as with front line services providers including the police, the social welfare services and non-governmental organisations.

The themes addressed in this report include the examination of existing and planned policies to combat domestic violence; challenges relating to the implementation of relevant legislation and policy measures; views and attitudes regarding the situation of domestic violence in Cyprus; as well as recommendations for the improvement of the existing victim support system. Information was also gathered through the existing

National Action Plan on Prevention and Combating Violence in the Family (2010-2015) that was recently adopted by the Council of Ministers.

Additionally, police criminal statistics, statistics from the Association for the Prevention and Handling of Family Violence, and other studies, such as those conducted by the Mediterranean Institute of Gender Studies (MIGS) and other research centres, were also used for the purposes of this report.

### ***Urban and rural residence and its significance on services for victims of domestic violence in Cyprus***

Data from a domestic violence non-governmental organization (NGO) in Cyprus was used to determine whether differences between urban and rural dwellers are present. Previous literature has indicated inconsistency in the actions of service providers in rural and urban settings, as well as a wide range of factors (for example, shame, religion) that may be able to justify any possible differences between rural and urban dwellers in their use of services for domestic violence.

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On the basis of the existing literature, we expected fewer calls from rural dwellers, no differences between the two samples on the services they would request and receive from the NGO, and finally, rural dwellers would have less access to services than urban dwellers. Data was obtained from SPAVO, the only NGO dealing with domestic violence in Cyprus. This data covers a 2-year period (2011–2012) and is gathered by SPAVO's call centre from people calling the request information or reporting an incident of abuse.

Results indicated no differences in the services the victims from both areas received before contacting the NGO, requested from the NGO and were subsequently recommended. One significant finding was that both rural and urban dwellers reported low levels of requesting services related to domestic violence before contacting the NGO. The discussion centres on possible reasons for this finding and implications for future research.

## ***The Prevalence of Intimate Partner Violence Among Women in North Cyprus and Related Risk Factors and Psychological Symptoms***

Intimate partner violence (IPV) is the most common type of violence applied to women, and it causes significant health problems. The aim of this study is to show the prevalence of IPV against women in North Cyprus (NC), and to investigate related risk factors and psychological symptoms with the ultimate objective of forming data for future preventative studies. The present study included 497 female participants from North Cyprus who were all older than 18 years of age.

The Women Abuse Screening Tool (WAST) was used to assess intimate partner violence against women and the Symptom Checklist Revised form (SCL-90-R) was used to assess the psychological symptoms. The prevalence of IPV was found to be 14.3%. Women who were younger than 35, who were separated or divorced, who had secondary education or literacy, and who were employed, were exposed to IPV more frequently. However, partners' age and educational level did not demonstrate significant associations with the women's IPV scores. Women exposed to IPV had significantly higher scores for all subscales of SCL-90-R, except for somatization.

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## ***Risk factors for the prevalence of domestic violence against women in Cyprus***

This paper, which is based on the first national survey on domestic violence against women in Cyprus, presents the risk factors associated with the prevalence of domestic violence. The sample size of the survey is 1107 Greek-speaking women living in the area controlled by the Republic of Cyprus. Overall, 28% of the women that took part in the survey report having suffered domestic violence from their partner or husband at least once in their lives. Multiple logistic regression shows that age, marital status, place of living and family budget are significant risk factors for the prevalence of domestic violence against women in Cyprus.

## ***The Relationship between Intimate Partner Violence, Perceived Stress and Quality of Life during and after the First COVID-19-Related Lockdown in Cyprus***



This study investigates the relationships between intimate partner violence (IPV), perceived stress, and quality of life in Cyprus during and after the first lockdown as a result of the COVID-19 pandemic. Methods: Data was collected from the same participants during the lockdown period and once the restrictions were lifted. A total of 381 participants from the general population of Cyprus (alleged victims, perpetrators, and neither) took part during the lockdown period, while 117 of these participants completed the measures after the lockdown period.

Results: Results indicated that psychological abuse experienced by alleged victims and carried out by alleged perpetrators was greater during the lockdown period than after this period. Across both time points, psychological and physical abuse victimisation and perpetration were predicted only by greater perceived stress, and only more positive psychological health predicted overall quality of life.

Conclusions: Discussions of the findings centre on the support we found for increased reports of IPV during the lockdown measures. Finally, we also discuss sampling and methodological reasons for the reason some results were not in the direction expected.

### ***Cyprus's Compliance with the Convention on the Elimination of All Forms of Discrimination against Women: Gender-based Violence Against Women***

This report addresses Cyprus' laws and policies with respect to combating gender-based violence against women, including trafficking; non-discrimination of women and girls and women's participation in political life; and protecting the rights of women migrants and asylum seekers. While Cyprus has made advances to promote the human rights of women, the responsible institutions lack adequate capacity, transparency, and coordination. Laws on domestic violence require harmonization and do not sufficiently protect victims.

Cyprus does not effectively support all victims of gender-based violence, as it has not established rape crisis centres, sexual violence referral centres, or a suitable number of shelters. Additionally, Cyprus has failed to provide consistent, transparent, and

disaggregated data on the implementation and effectiveness of its programs and the breadth of crimes of violence against women.

### ***Policy briefs on femicide prevention: Cyprus***

The FEM-UnitED project aims to improve responses to intimate partner violence (IPV) and domestic violence (DV) in order to reduce harm to women and children and prevent femicide. The project aims to develop system-wide responses to IPV by creating an evidence base for raising public awareness and fostering multidisciplinary cooperation and capacity-building, adopting a gender-specific, victim-centred approach. In other words, FEM-UnitED is about creating evidence for collaborative policy change.

### ***Best Practices***

#### ***SPAVO***

- Helpline 1440 is staffed by psychologists and social workers, trained in using communication techniques over the phone [Free of charge, 24 hours a day and 365 days a year].
- SMS-99 98 4042 [Free of charge].
- [Live Chat](#)

### ***European helplines***

- European helpline 116 000 addresses exclusively cases of disappeared children. [Free of charge, 24 hours a day and 365 days of the year]
- European helpline for children's and teenager's support 116 111 is exclusively for children and teenagers until 18 years of age. [Monday to Friday between 12:00 – 20:00 and Saturdays between 09:30 – 14:00].

### ***Shelter***

The shelters were created to serve as a secure temporary hosting facility for women and their children who are in physical and emotional danger from people in their familial environment. The shelters serve as more than just a shelter of need.

## ***Projects and Initiatives***

### ***Proteas***

Interventional self-control programme- The Use of Violence is a Matter of Choice Take Responsibility and choose to change for the safety of the Family. The duration of the programme is two years.

### ***Woman's house***

By governmental decision, the Women's House operates as a multidisciplinary, victim-friendly centre where professionals from various disciplines and government officials work under the same roof to provide protection, safety and specialized support to victims of violence. Woman's house provides services to women and girls (under 18 years old) victims of violence, as well as their dependent children, without discrimination.

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### ***United to END FGM (UEFGM)***

United to END FGM (UEFGM) is a free-of-charge e-learning tool, offering practical information and support to health and asylum professionals across Europe on female genital mutilation (FGM), with the aim to deliver more effective victim support and protection to women and girls living with, or at risk of, FGM. UEFGM, which was coordinated by the Mediterranean Institute for Gender Studies (MIGS) within the framework of the END FGM European Campaign, is now being further developed by Cyprus University of Technology with the support of the European Union. The new project aims to create a European-wide knowledge platform on FGM that will serve as a resource and education centre offering easily accessible (and culturally appropriate) information and support to professionals (18).

## Case Studies and Best Practices in Portugal (Prepared by RightChallenge)

### Case Studies

#### ***The children of silence: children and young people exposed to marital violence - a case study***

This study focuses on the problem of domestic violence in childhood aspect, i.e., understand the impact/consequences and perceptions of children and young people exposed to indirect victimization. The family is the first place of learning and training social people, accounting for experiences that are determinant in the path of life. Children/youth exposed to various types of violence within the family bring negative consequences for their development. It is relevant to note that despite the impact that exposure may have on children/young people, there are some mediating variables to assess the effects of this exposure.

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The research, which used a qualitative methodology, characterized by the execution of multiple case studies (four), allowing understanding the experience of children/young people with a history of exposure to violence between their caregivers. The research took place in the Committee for the Protection of Children and Youth at the Risk of Cascais (CPCJ). The results indicate that exposure to violence has negative effects at various levels of life of these children/young people, and that they are more harmful to the psychological and emotional. Still, the results suggest that, at times, they are also direct targets of abusive behaviour within the family.

#### ***Dating Conflict-Resolution Tactics and Exposure to Family Violence: University Students' Experiences***

An increasing prevalence of abusive dynamics in intimate relationships among young people has been reported in recent data. The purposes of this study are to outline the conflict-resolution strategies used in dating relationships, to describe the exposure to

violent dynamics in the family of origin, and to analyse the correlation between conflict-resolution tactics in dating and exposure to family violence. This quantitative/cross-sectional study, using self-report instruments (sociodemographic questionnaire; revised conflict tactics scales; children's natural family environment signalling scale), involved 247 university students (mean age = 21.07; SD = 2.07). The results revealed a high prevalence in the use of abusive conflict-resolution tactics and exposure to family violence.

Positive and significant correlations between these two variables were also found. These results raise the possibility of the transgenerational transmission of abusive dynamics and multiple victimization and signal the need for action (prevention and intervention) on beliefs and expectations that young people have about marital relationships.

***Intervention of Social Service with Children and young people victims of domestic violence, through a case study in CPCJ (Commission for the Protection of Children and Youth in Risk), in the Autonomous Region of the Azores***

This study is the result of a research carried out within the scope of social intervention with children and young victims of domestic violence, having generally intended to understand the intervention of the Social Service in the face of the problem of domestic violence signalled to the Commission for the Protection of Children and Youth (in Portuguese, Comissão de Protecção de Crianças e Jovens – CPCJ) and to analyse the constraints and challenges that are placed with the Social Worker.

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Thus, the investigation, which took a qualitative approach based on the typology of the multiple case study, made an incursion into the CPCY (in Portuguese CPCJ) of the Autonomous Region of the Azores, seeking to “give a voice” to professionals – six CPCY technicians – through semi-structured interviews. Alongside and inserted in the data collection strategy, the study also benefited from documental research. The results, in general, explain the contours of the intervention developed (e.g., type of intervention, methodology), the difficulties encountered by professionals in their practice, as well as the way they try to solve or mitigate them.

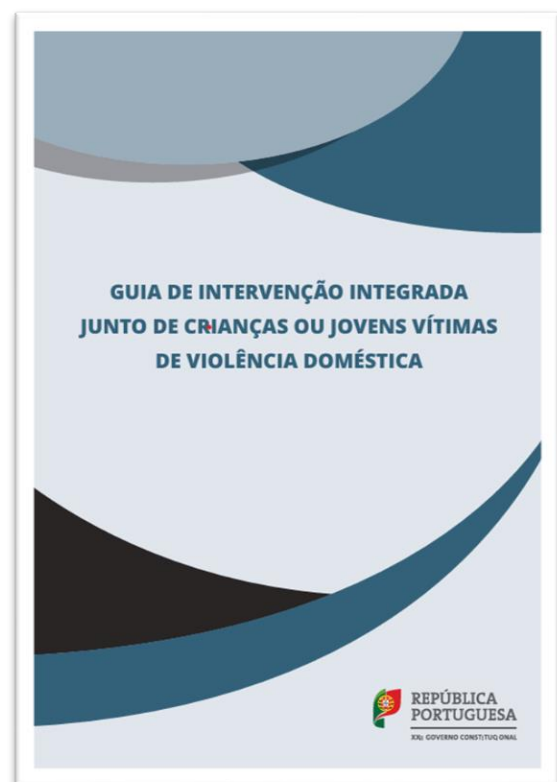
In conclusive terms, it should be noted that diagnostic assessment, home visits, reporting and follow-up are practices of the greatest importance in the context of promoting the rights and protection of children and young people in danger, among others. On the other hand, the small number of technicians given the volume of processes, the importance of specialized training in the area, the constraints on networking and the low level of prevention, are some of the aspects that need better attention on the part of the interlocutors and instances associated with the system in general, for the promotion and protection of children and young people.

## **Best Practices**

### ***Guide to Integrated Intervention with Children and Young Victims of DV***

A Guide to Integrated Intervention with Children and Young Victims of DV was created as part of the Action Plan for preventing and combating violence against women and domestic violence 2018-2021, as part of the National Strategy for Equality and Non-Discrimination 2018-2030 - Portugal + Igual, approved by Council of Ministers Resolution no. 61/2018, of 21.05.2018, under the coordination of the IGC.

The Guide to Integrated Intervention with Children or Young People who are Victims of DV also aims to respond to the recommendations of the report by the Group of Experts on Combating Violence against Women and Domestic Violence - GREVIO, addressed to Portugal in the field of Article 13 of the Istanbul Convention, published by the Council of Europe on 21.01.2019, namely the recommendation in paragraph 86 regarding the development of efforts to support a general anti-violence message, challenging patriarchal attitudes and stereotypes that



contribute to the acceptance of violence and raising awareness of the harm caused to children or young people who experience DV - both at national and local level and with the involvement of all stakeholders, including, in particular, schools.

The approach defined in this guide is centred on the child or young person, as a way of guaranteeing respect for their dignity, life, survival, well-being, health, development, participation and non-discrimination, particularly on the basis of gender, as a person with individual rights, including, in line with Article 19 of the Convention on the Rights of the Child, combating all forms of physical or psychological violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.

In a second phase, sectoral technical guidelines will be drawn up for the professionals involved in implementing the guide, namely from the National System for Promoting the Rights and Protection of Children and Young People, the RNAVD and education. In a third phase, a training reference will also be drawn up on these instruments, to be included in the Annual Joint Training Plan on preventing and combating VMVD, a measure also provided for in Council of Ministers Resolution 139/2019 of 19 August 2019.

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The Guide to Integrated Intervention with Children or Young People who are Victims of DV aims to improve intervention with children or young people who are victims of abuse in the context of DV, establishing, for the first time, a common national framework for integrated intervention against DV with children or young people, based on existing sectoral resources.

### ***Intervention in Situations of Violence in the School Context***

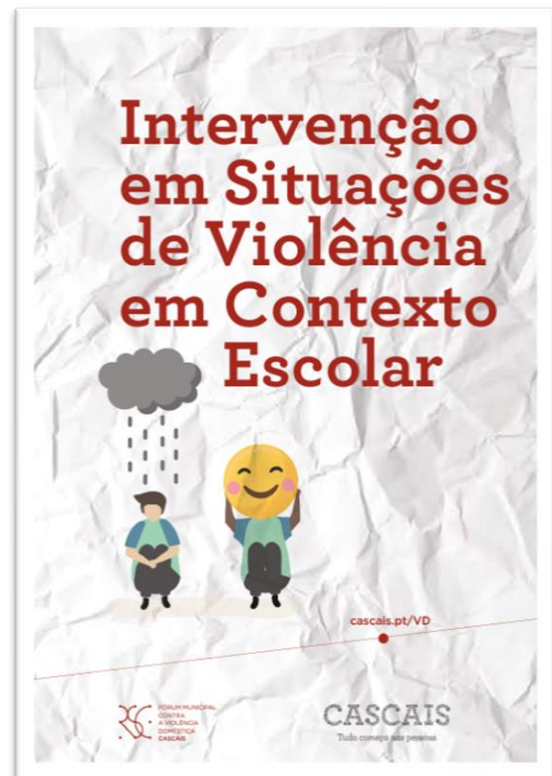
The Cascais Municipal Council (CMC) and local organisations are promoting a thematic platform - the Cascais Municipal Forum against Domestic Violence (FMCVD) - which today has the participation of around 40 local organisations, with the aim of preventing and combating domestic violence.

Violence among young people, particularly dating violence, has a considerable dimension or at least a growing visibility, with a clear presence in the school context and, as such, has been one of the focuses of this Forum's intervention, the merit of which is locally recognised by the involvement and commitment of the various entities that make it up, particularly those in the educational field.

The school community is in a privileged position with regard to the protection of children and young people and the school context should favour the identification of risk situations, early and appropriate intervention, as well as the promotion of healthy relationships between pupils.

Aware of this fact, the Manual for Teachers was published to raise awareness of the problem of children and young people exposed to situations of domestic violence, as well as to find out about and qualify resources. Subsequently, we produced the Pedagogical Kit: Prevention of violence in intimate relationships among young people, comprising a DVD with a film and three short stories that deal with the problem of dating violence and gender issues, and a Guide for Teachers. It is aimed at teachers and other educational agents who want to address these issues with young people and is a tool for working on the problem of dating violence.

The 2017/2018 school year saw the start of a pilot project to prevent (and intervene in) violence in the school context, which is running throughout the current school year at the Parede School Group. Its aims, through networking, are not only to sensitise the educational community to the need to invest continuously in preventing violence in the school context, but also to provide its members with basic skills for intervention. This





reference document, produced by the FMCVD's Education and Violence Group, is yet another contribution to the culture of respect and tolerance that we want to achieve, and which will only be possible through the involvement, reinforcement of knowledge and sensitisation of the entire educational community, from education professionals to families and, of course, the students themselves.

The Intervention in Situations of Violence in the School Context framework is part of the work being carried out by the Cascais Municipal Forum against Domestic Violence (FMCVD), more specifically by the Education and Violence Working Group. It arises from the need identified by this group to help deal better with situations of violence that can occur in the school environment or be detected there, involving children and young people. It is aimed at all those who, daily, in public and public schools, at the different levels of education, have, among other things, the great responsibility of contributing to the well-being and full development of children and young people.

The school, as a place where curricular and non-curricular activities take place, and as the place where children and young people spend most of their day, is a privileged space for detecting forms of violence to which they may be subjected. It is also a privileged space for preventing or resolving any type of violence that may occur there.

### ***Handbook for Early Childhood Education Children exposed to domestic violence Knowing and qualifying community responses***

The 5th National Plan to Prevent and Combat Domestic and Gender-based Violence 2014-2017 (V PNPCVDG) is a public policy instrument that is structured around five strategic areas, and the manual that is now being published, Manual for early childhood education - children exposed to domestic violence: knowing and qualifying responses in the community, falls under strategic area I, relating to prevention, awareness-raising and education. Information, awareness-raising and education are fundamental to preventing and combating domestic violence at its root and in all its dimensions, with the aim of implementing strategies that lead to a society based on equality and free from discrimination and violence.



Measure 5 of the Plan stipulates the development and dissemination of guidelines and other information, and educational materials aimed at the educational community, with the aim of informing and orientating them towards the issue of domestic and gender-based violence.

The genesis of this publication is the Canadian manual Children exposed to domestic violence: an early childhood educator's handbook to increase understanding and improve community responses, authored by the London Family Court Clinic. This handbook was initially adapted to the reality

of the municipality of Cascais by the Cascais Municipal Forum against Domestic Violence and published by the municipality in March 2007. Recovering this publication, the CIG updated it, adapting it to the national reality, within the scope of the V PNPCVDG and within the framework of Law 112/2009, of 16 September, republished by Law 129/2015, of 3 September, which establishes the legal regime applicable to the prevention of domestic violence, the protection and assistance of its victims.

By focusing on the issue of domestic violence, this publication centres on the problems associated with it and how they can be detected and dealt with in the school context. The family environment can sometimes be a place of danger. It is at school that behaviours and/or attitudes can occur that indicate bad behaviour in other spheres, particularly in the family. As a pre-school education professional (whether you teach or not), it is essential to be aware of the expressions of the problem, the procedures and the resources that enable you to look after and promote the well-being, quality of life and safety of children exposed to the crime of domestic violence.

This manual contains guidelines for intervention in the school context with children exposed to domestic violence. As the coordinating body for the 5th PNPCVDG, the IGC is endeavouring to inform everyone in the educational community of the concepts inherent in the theme of domestic violence, the warning signs, strategies and procedures in this area.

## **Projects and Initiatives**

### **Project By Your Side**

This is a project promoted by The National Commission for the Promotion of the Rights and the Protection of Children and Young People (CNPDPJ). The National Commission for the Promotion of the Rights and Protection of Children and Young People (CNPDPJ), as a reference entity for the effective realization of the Human Rights of each and every child in Portugal, contributes to the planning of State intervention and to the coordination, monitoring and evaluation of the action of public bodies and the community, in promoting the rights and protection of children and young people.

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In this context, By Your Side was born, a pilot project, promoted by CNPDPCJ, with funding from EEAGrants and with the participation of the

Commission for Citizenship and Gender Equality as program operator, which as implemented and tested actions in the protection system in the territories of Amadora, Loures, Seixal, Faro and Loulé.

Its main objectives are:

- Support and respond to children, on the day(s) following the episode of domestic violence recorded by the police or another party, in conjunction with their family members, taking into account that the aggressor is normally part of this family unit.

- Develop preventive action against the normalization of gender-based violence and break cycles of victimization and aggression.
- Create specialized care for children who lose their parents or legal guardians as a result of homicide in the context of domestic violence.
- Develop a coordinated intervention between the national child and youth protection system and the national support network for victims of domestic violence, within the scope of their respective competencies.

### ***The "P'RA TI Children and Youth" Centre***

The "P'RA TI Children and Young People's Centre" provides specialised psychological support to children and young people who are victims of domestic violence, through individual and group psychotherapeutic intervention.

### ***Espaço Lara***



Espaço Lara - Specialised Psychological Support for Children and Young Victims of Domestic Violence aims to provide specialised psychological support through individual and group psychotherapeutic intervention. This centre will focus on supporting children and young victims of domestic violence in the cities of Porto, Matosinhos, Vila Nova de Gaia, Maia and Gondomar.

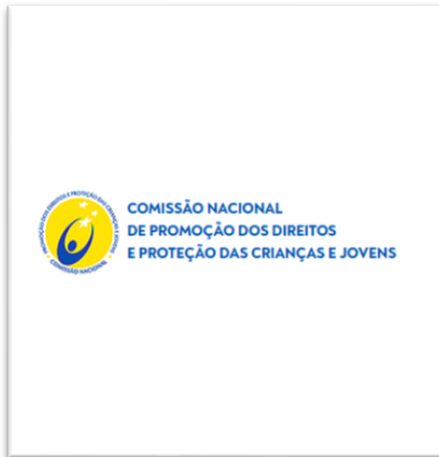
The aim will be to help the teams of the structures of the National Support Network for Victims of Domestic Violence (RNAVVD) in the management of cases involving children and young people, reinforcing the training of technical staff for empirically and scientifically validated action, and promoting an environment of sharing and reflection that contributes to personal and professional stability. This work will also be extended to organisations that are not part of the RNAVVD but work with these children and young

people, such as CPCJs, schools, health and education structures, courts, criminal police bodies, among others.

This project is co-financed by Portugal 2030, through the Demography, Qualifications and Inclusion - People 2030 Thematic Programme.

### ***Children and Young People's Area***

This space was created by the CNPDPCJ Comissão Nacional de Promoção dos Direitos e



Proteção das Crianças e Jovens (National Commission for the Promotion of the Rights and Protection of Children and Young People) with children and young people in mind. Here, children and young people can find information on topics that concern them, such as the rights of children and young people, emotions, bullying, cyberbullying, foster care and adoption, among others.

The information is organised according to age, and it is possible to find videos, short books and references to various materials that can help clarify any doubts they may have about these topics and provide guidance on others that are also interesting for their education and knowledge. There are also fun and entertaining websites, various books and other texts that may be of interest to children and young people.

Also on the site, you can find other important information about, for example, the National Council for Children and Young People, what a CPCJ is or which helplines you can call if you need help.

### ***Information sheets***

APAV - Associação Portuguesa de Apoio à Vítima (Portuguese Association for Victim Support) has developed a collection of information sheets on the main themes of victim support: types of crime and forms of violence; crime and violence prevention; the most vulnerable victims and volunteering.

- **Violence against children factsheet**

[https://vm.apav.pt/apav\\_v3/images/pdf/FI\\_Violencia\\_contra\\_crianças\\_2021.pdf](https://vm.apav.pt/apav_v3/images/pdf/FI_Violencia_contra_crianças_2021.pdf)

- **Domestic violence factsheet**

[https://vm.apav.pt/apav\\_v3/images/pdf/FI\\_VDomestica\\_2020.pdf](https://vm.apav.pt/apav_v3/images/pdf/FI_VDomestica_2020.pdf)

- **School violence factsheet**

[https://vm.apav.pt/apav\\_v3/images/pdf/FI\\_APAV\\_Violencia\\_Contexto\\_Escolar.pdf](https://vm.apav.pt/apav_v3/images/pdf/FI_APAV_Violencia_Contexto_Escolar.pdf)

## Case studies and best practices in Italy (Prepared by EXEO Lab)

### Case studies

The case studies from Italy underscore the profound impact domestic violence has on children and youth. Beyond immediate physical harm, children exposed to domestic violence face long-term psychological and emotional challenges, which can hinder their development. The studies highlight the importance of early intervention, structured support programs, and the need for legislative reforms to better protect children and break the cycle of violence.

#### **"D.i.Re" (Donne in Rete Contro la Violenza)**

D.i.Re is a network of over 80 women's shelters and anti-violence centres across Italy. This organisation has been pivotal in collecting data on the prevalence of domestic violence and its effects on children. The association D.i.Re brings together more than **88 women's organizations** which address the issue of male violence against women from the perspective of gender difference. The Anti-violence Centres are **places where women who have suffered violence are welcomed**. Thanks to the telephone reception, personal interviews, hospitality in shelters and the numerous other services offered, women are assisted in their way out of violence.

The anti-violence centres carry out **psychological counselling, legal counselling, support groups, training, promotion, awareness-raising and prevention, data collection and processing, guidance and accompaniment to work, collection of bibliographic and documentary material on the themes of violence**. THE **Refuge houses**, often with a secret address, they host women and their underage children for a period of emergency. The network's data highlights that children exposed to domestic violence often suffer from emotional and psychological issues, including anxiety, depression, and difficulties in forming trusting relationships. In many cases, children become secondary victims, suffering from neglect or direct abuse.

It was found that children exposed to domestic violence are at higher risk of perpetuating or experiencing violence in their own future relationships. This cycle of violence underscores the need for early intervention programs. D.i.Re has developed targeted counselling and therapeutic interventions to support both mothers and children affected by domestic violence. Their programs emphasize breaking the cycle of violence through education, empowerment, and therapy.

### ***Telefono Azzurro and SOS and Telefono Rosa Initiatives***

These two organizations focus on child welfare and protection in Italy, with a particular emphasis on children impacted by domestic violence. Fondazione S.O.S Il Telefono Azzurro ETS was founded in 1987 in Bologna: the promoter of the initiative was Ernesto Caffo, at the time associate professor of Child Neuropsychiatry at the University of Modena. The association was set up to listen to children's requests for help, a concrete response to the 'right to listen' recognised to children by the International Convention on the Rights of the Child signed by the United Nations.

Today, Telefono Azzurro is a listening and intervention line, by telephone and online (mobile, web, chat, app, social network), emergency intervention in case of disasters and calamities, projects for children who are children of prisoners, projects on the territory and prevention through education and awareness-raising in schools, towards adults and towards decision-makers.

It promotes total respect for the rights of children and adolescents. With its activities every day, it supports their growth potential and protects them from abuse and violence that can jeopardise their well-being and growth path. It listens to children and adolescents every day and offers concrete answers to their requests for help, also through collaboration with institutions, associations and other territorial realities. It operates in an international context to promote a culture of rights. It pursues the well-being of every child and their right to grow up in a safe environment and within a network of relationships that can ensure their development and prevent abuse and distress.



The Associazione Nazionale Volontarie del Telefono Rosa APS was founded in Rome in February 1988, when three women, Giuliana Dal Pozzo, Maria Gabriella Carnieri Moscatelli and Emma Capocasa, decided to bring the phenomenon of submerged violence, hidden within domestic walls, to the surface.

The Association, which was supposed to be an end experiment to give women a voice, thanks to the determination of the founders and the volunteers has over time become an indispensable instrument of defence and denunciation for women and minors. The change has been long, over thirty years of struggles, of successes and defeats, of laws and rights won. The objective, however, has never changed: to support women and accompany them on their way out of violence and regain their autonomy. The Telefono Rosa educates and trains young men and women in respect and gender equality, believing it is necessary to start with the new generations to combat gender violence, stereotypes and any form of discrimination.

Since 2003, in fact, it has been engaged in prevention, information and awareness-raising activities on the issues of gender violence, through the project 'Women a thread uniting different worlds and cultures', which involves over forty high schools. Since 1988, the Association has always fought to defend the rights of all women. The volunteers and professionals carry out their commitment with passion and strength, supporting women throughout their journey. This has enabled the Pink Telephone to be a promoter and collaborator over the years in several legislative proposals, including Stalking, Code Red and The Saman Law. The 'Telefono Rosa' currently manages: six Anti-Violence Centres, two Shelter Homes, and two Semi-Autonomy Homes.

Over the years, seven hundred and fifteen thousand women have turned to the 'Telefono Rosa'. Specifically, many women have come to the office to receive civil and criminal legal advice and psychological support. Active and empathic listening and information on their rights enabled the users to begin a path out of violence, regaining the ability to make decisions for their own lives and that of their children. A path that in most cases led them towards autonomy. The women who are hosted at the homes are followed not only

during their stay but also after they leave the centre. This allows the association to assess the progress of the woman's individual journey over time.

### ***Domestic and witnessing violence: SCUDO***

In a large number of cases minors are the witnesses of domestic or intra-family violence against women. In other cases, they are the direct victims of violence. This is what emerges from the inedita's processing carried out as part of an experimental collaboration with the Criminal Analysis Service, an inter-force office of the Department of Public Security, on the data entered in the SCUDO application, concerning requests for help and intervention received by the Police Forces.

The data processing carried out together with the Criminal Analysis Service, draws an unprecedented profile of domestic violence against women and witnessing violence. In 2023, more than 5,000 cohabiting minors were directly or indirectly involved in incidents of violence against women and counted in interventions by the police specifically for 'alleged domestic/gender violence'. In the requests for intervention received by the police, more than 2,100 are for episodes of alleged violence suffered directly by minors. The constant fear, sense of helplessness and inability to react are consequences that mark the growth of girls and boys exposed to violence.

The numbers paint a picture of a phenomenon, that of violence suffered by minors within the home, which is increasingly relevant in terms of the number of events and potentially serious in terms of the consequences on the psycho-physical development of minors, who risk suffering its impact throughout their lives, even as adults. The psychological impact on girls, children and adolescents involved in these serious episodes of violence is even more devastating in cases of women who die as a result of the violence because of the profound consequences on their entire life sphere. Here are the main data that emerged from the elaboration.

In 2023 in Italy, there were 13,793 requests for help and intervention for episodes of 'domestic or gender-based violence' suffered by women. Within the interventions classified for 'alleged domestic/gender violence' in which the alleged victim is female, only

in 1.5 % of the cases the perpetrator is unknown to the victim. In 61.5% of the cases, the perpetrator is related to the victim by a current or former romantic relationship: in particular: in 43.2% of the cases the spouse/cohabiting partner or ex, in 18.3% of the cases the partner or ex.

Within the context of such violence perpetrated against women by perpetrators in a sentimental relationship, current or past, in two out of five cases (42%) there were minors cohabiting. There are also numerous cases, i.e. 2,124 of violence in which the alleged victims are minors, fairly equally divided between the two sexes (51.1% female and 48.7% male). More than half of the cases (52%) are boys and girls aged 10 years or younger. We are engaged in Italy with intervention projects for the prevention, emergence and protection of women victims of violence, their sons and daughters' victims of witnessing violence and minors orphans of femicide.

Raffaella Milano, Director of Research and Training at Save the Children Italy, emphasised the importance of strengthening measures for the prevention and early detection of violence: 'The data made available by the Criminal Analysis Service are particularly significant for exploring a phenomenon that is still largely submerged. It is a violence that has very serious consequences not only for those children who are direct victims, but also for those who witness the violent behaviour perpetrated against their mothers. Even 'witnessed' violence leaves deep wounds that are difficult to overcome'.

## ***Best practice***

### ***Piccoli Ospiti***

Piccoli Ospiti (Little Guests) is a project of the Pangea Foundation that has been set up to deal with the emergency of child witnessing violence and to rebuild the bond between mother and children that violence itself has broken. For several years now, Pangea has been committed also in Italy to supporting women victims of violence and has launched a specific programme to welcome and restore the parental relationship between women and children who have witnessed the abuse perpetrated against their mothers. A

phenomenon that exposes the children themselves to traumas comparable to those reported in cases of direct violence.

The Piccoli Ospiti Project envisages actions that ensure that minors and mothers are hosted in safe places and that guarantee paths of recovery from trauma for the children and positive parenting for the mothers through various activities, e.g.: play and educational workshops, psychological support, etc.

The project aims to support the victims through the Network of realities that collaborate with Pangea by structuring a support pathway to overcome traumatic experiences and to recover the children's relationship with their mothers, a relationship strongly undermined by the abuse suffered and witnessed, which can lead to violent and deviant behaviour in adulthood.

With the support of the psychologists and operators, children and mothers are helped to re-establish a positive interaction and relationship, based on mutual trust and serenity, and rediscover the mother figure lost due to violence.

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The project has primarily ensured the protection of 12 family nuclei composed of 12 mothers and 15 minors - heterogeneous in age and social, cultural and geographic origin; then, at the same time, it has set in motion paths of recovery from the trauma suffered for the children and positive parenting for the mothers, through various activities such as play and educational workshops and constant psychological support.

### ***“Ri-uscire”: a new emergency hospitality home for women and minors running away from gender-based violence***

In Bologna, the offer of hospitality in shelters for women victims of gender-based violence increases. Thanks to co-funding from the Emilia-Romagna Region, the ‘Ri-Uscire’ project, presented by the Municipality of Bologna in partnership with Casa delle Donne per non subire violenza and the Metropolitan City of Bologna, will be launched to expand the offer of emergency hospitality for single women or women with children who suffer violence and need prompt hospitality.

The city of Bologna has been concretely committed to the issue of violence against women since the 1990s, supporting the establishment of one of the first Italian anti-violence centres, the Women's House, which at the time had only one shelter with a total of 7 beds. Since then, also thanks to a changed legal framework and the signing of a metropolitan agreement for the realisation of activities and interventions of reception, listening and hospitality for women who have suffered violence, the capacity to respond to women's needs for hospitality has steadily increased.

Until now, there were four shelters: Casa Save, with 9 beds for emergency hospitality, and three shelters with 21 beds for medium-term hospitality, which during 2017 hosted a total of 56 women and 48 minors. Unfortunately, as many as 48 hospitality requests had to be refused due to lack of places in the shelters.

Now, through the Ri-Uscire project, and thanks to Giovanna Foglia - an entrepreneur who has made a building available to the Women's House on free loan - a new shelter with 10 emergency beds will be opened. The House for battered women in Milan is currently opening another building, also given on free loan by Giovanna Foglia, for the accommodation of women coming out of violence.

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The effective collaboration between the public and private sectors in Bologna now makes it possible to expand the system of emergency hospitality for single women or women with children who suffer violence and to strengthen the tools available to the Metropolitan Agreement and the Inter-institutional Table for improving the protection of women who have suffered violence in intimate relationships.

The Municipality of Bologna, together with the Metropolitan City of Bologna, will build during 2018 the connections of the new service with the reception and hospitality system of the Bologna wide area.

### ***The “Rescue Suitcase” in Basilicata***

The media reports are quite merciless when they tell us on a daily basis that many women are unfortunately forced to move away from their families and even their places of origin because of violence and abuse.

Fortunately, however, there are also growing initiatives aimed at combating gender-based violence, providing help to get back on track, and ‘The Rescue Suitcase’ is a specific and innovative project aimed at those who want to leave the circuit of such violence. That is, women in a state of distress and vulnerability but determined or ‘setting out’, to get away from domestic contexts characterised by abuse and abuse.

Those of them who, followed by the basic social services, by the service for the protection and safeguard of minors or by an anti-violence centre, have matured, with the operators of reference, paths of autonomy towards a new life will be the recipients of the project ‘The rescue suitcase’, filled thanks to funds donated by public and private institutions. The suitcase will be equipped with four compartments, identified on the basis of the needs reported by the women in difficulty themselves.

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The suitcase will contain essential items of clothing, underwear, products for women's care and hygiene and, in the case of minors, also baby products. Along with the suitcase, a telephone SIM card is to be activated for the victim's personal use in order to avoid situations of further emotional stress. In the very difficult choice to embark on a journey to a life free of abuse, ‘The Rescue Suitcase’, a bag loaded with the tools needed to leave home, find a job, have good health, and ensure a peaceful environment for their children, can support them.

This project aims to establish a stable collaboration between different subjects and actors in order to build and consolidate a network of relations able to address the phenomena of domestic violence against women, supporting the woman in her path out of violence.

## Case Studies and Best Practices in Germany (Prepared by Berlink)

### Case Studies

#### *The problem of academic underrepresentation on the topic of domestic violence in adolescents*

As Otto and Frieler report in their publication “Junge Menschen und Häusliche Gewalt” – (Young People and Domestic Violence), the situation of children and adolescents affected by domestic violence in Germany is poorly researched, with limited data available: “There is limited data on the situation of children, adolescents, and young adults as (co-)victims of domestic violence in Germany” (Otto & Frieler, 2022, p.89). According to 2022 criminal statistics, there were 240,547 victims of domestic violence in Germany, with 71.1% being female (BKA 2023, p. 5). For the first time, statistics have also included children and adolescents as victims of domestic or intra-family violence. Specifically, 73,396 cases of intra-family violence were reported, with 35.5% of the victims being children, 16.9% siblings, and 1.3% grandchildren of the perpetrators (BKA 2023, p. 42).

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Young people are impacted by both intra-family and partner violence, even if not directly listed as victims in criminal statistics; they may be witnesses or indirectly involved. The current data only presents part of the picture, as dark figure studies suggest that one in four women in Germany experiences physical and/or sexual violence by a partner at least once in their lifetime (Müller/Schröttle 2004, p. 29; FRA 2015, p. 28). In 65% of cases involving domestic violence where children and adolescents were present, these young people either witnessed the violence or became involved themselves (Müller/Schröttle 2004, p. 277). This estimate, based on mothers' assessments, likely underrepresents the true extent of their exposure.

In 2020, three-quarters of women in shelters had children up to 18 years old, with 10% of these children being 12 years or older. Nearly 22% of the women were between 18 and 25 years old (FHK e.V. 2020, p. 17). Despite increasing awareness, there remains a significant gap in research and support for adolescent victims of domestic violence.

Despite the underrepresentation of domestic violence in the context of adolescents and young adults in the German academic panorama, the following paragraphs will take into account two specific cases, as described by the psychologist who worked on them.

### ***Therapeutic work with children and young people who have experienced Domestic Violence – Case Study 1***

The first case study we're reporting comes from a direct account provided by German developmental psychologist Marion Wurdak, recounting the story of one of her former patients.

The case revolves around an 18-year-old woman who grew up witnessing domestic violence, specifically her father abusing her mother. Although she was never physically abused by her father, she was emotionally involved, often comforting him after his violent outbursts. As a child, she watched her older brother try to intervene and stop the violence, but she herself took the role of comforting their father when he was remorseful, often drunk and crying.

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As a result, she experienced a deep internal conflict regarding her father, torn between hatred, shame, pity, and a sense of responsibility. This inner turmoil persisted into her teenage years, leading to emotional challenges and difficulties in forming trusting relationships. She oscillated between identifying as a victim and, at times, aligning with the role of an aggressor, making it difficult to navigate her own emotions and actions. Her experiences left her vulnerable to repeating the dynamics of her parents' abusive relationship in her own romantic connections.

During psychotherapy, which she began at 17, she struggled with depression and feelings of hopelessness, compounded by traumatic memories from her childhood. Her father's abuse not only shaped her emotional world but also influenced her physical self-image. She developed an obsession with wanting to change her nose, as it reminded her of her father's. These unresolved emotional wounds led to periods of depression, fragmented memories, and nightmares.



Her case is reflective of many children and teenagers who either seek therapy themselves or are brought in by their mothers due to the psychological impacts of domestic violence, manifesting as behavioural or emotional symptoms that significantly affect their daily lives, relationships, and self-perception.

### ***Therapeutic work with children and young people who have experienced Domestic Violence – Case Study 2***

This second case study is another direct account provided by German developmental psychologist Marion Wurdak, recounting the story of a mother and a daughter she met through her work in a women's shelter.

Marie and her mother, Frau B., have fled to a women's shelter after suffering psychological and physical abuse from Maries' father. Marie witnessed and overheard many violent situations between her parents, which has deeply affected her. After moving to the shelter, Marie began experiencing frequent nightmares, anxiety, and a strong reluctance to separate from her mother, particularly when going to school. She also struggles to concentrate in class, and her emotional state is marked by fear and insecurity.

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Frau B., unsure of how to help Marie, consults with a counsellor at the women's shelter. The counsellor suggests that Marie's symptoms are typical reactions to the crisis and recommends therapeutic support. Marie's behavioural changes, including nightmares and clinginess, likely stem from her fear for her mother's safety and the recent instability in their lives.

Through discussions with professionals, it is suggested that Marie could benefit from either behavioural therapy, which would focus on coping mechanisms for her immediate fears, or psychodynamic therapy, which would delve into the deeper-rooted conflicts stemming from the violence she witnessed. Ultimately, a short-term therapy plan is put in place, offering Marie 25 sessions, focusing on stabilizing her current situation rather than addressing deeper traumas, which might require long-term therapy.

After ten sessions, Marie and her mother leave the shelter for a new apartment. Although her anxiety has lessened somewhat, Marie still faces the challenges of adjusting to her new life, indicating the ongoing need for support in processing her traumatic experiences.

### ***Dance and Movement Psychotherapy in the Research Project “KUKT: Therapy and Counseling Network for Women and Children Affected by Domestic Violence”***

The “KUKT” project, which stands for "Therapie- und Beratungsnetzwerk für von häuslicher Gewalt betroffener Frauen und Kinder" (Therapy and Counseling Network for Women and Children Affected by Domestic Violence), is a research initiative aimed at improving support systems for individuals affected by domestic violence.

In the context of the KUKT Project, a study was conducted in order to assess the validity of Dance and Movement Psychotherapy (DMP) in addressing the psychological effects of domestic violence on women and children. Dance and movement psychotherapy integrates physical movement with psychological therapy, helping individuals process trauma, express emotions, and improve mental health through bodily experiences. This approach can be particularly beneficial for survivors of domestic violence, as it offers a non-verbal way to explore and heal from their experiences.

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The core hypothesis of said study was that DMP could effectively aid in the emotional recovery and rehabilitation of these individuals by facilitating non-verbal expression and body awareness.

The study involved a controlled design where participants, primarily women and children who had experienced domestic violence, underwent a series of DMP sessions. These sessions focused on enhancing participants' bodily awareness and non-verbal expression as therapeutic interventions.

The findings reported significant improvements in the participants' emotional states and coping mechanisms. Measurements included changes in standard psychological assessments before and after the intervention. The studies main output consists of

qualitative feedback from participants who reported reduced feelings of anxiety and increased feelings of empowerment.

### **Best Practices**

#### ***BIG e.V. (Berliner Interventionszentrale bei häuslicher Gewalt) – Jugendberatung***



BIG e.V. is a Berlin-based organization that works on various aspects of domestic violence intervention and prevention. They provide specialized youth counselling services, addressing the needs of adolescents and young adults who have experienced domestic violence, either as victims or witnesses. Their youth programs focus on offering psychological support, legal advice, and strategies for conflict resolution and coping.

#### ***Zartbitter e.V. – Prävention von sexueller Gewalt***



Zartbitter e.V. is based in Cologne and works on preventing sexual and domestic violence, focusing on young people. While their focus is on sexual abuse, their programs often overlap with domestic violence, particularly in family contexts. They provide prevention workshops and counselling for adolescents who have witnessed or experienced domestic violence, offering therapeutic and educational resources to support healing and empowerment.

## ***Heroes – Gegen Unterdrückung im Namen der Ehre***

Heroes is a German project focused on promoting gender equality and combating violence, particularly violence stemming from honour-based cultural traditions. The program primarily targets young men from immigrant backgrounds, offering workshops and peer education to challenge patriarchal norms, gender roles, and honour-based violence. Heroes aims to empower young men to reject oppressive behaviours and become positive role models in their communities, advocating for respect, gender equality, and non-violence. Through dialogue and training, they foster critical thinking around issues like domestic violence, gender-based discrimination, and cultural expectations.

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