



# UNSTUCK

A film by GTown Talents &  
teaching resource by Oasis



**Oasis**  
Working to end  
violence and abuse.

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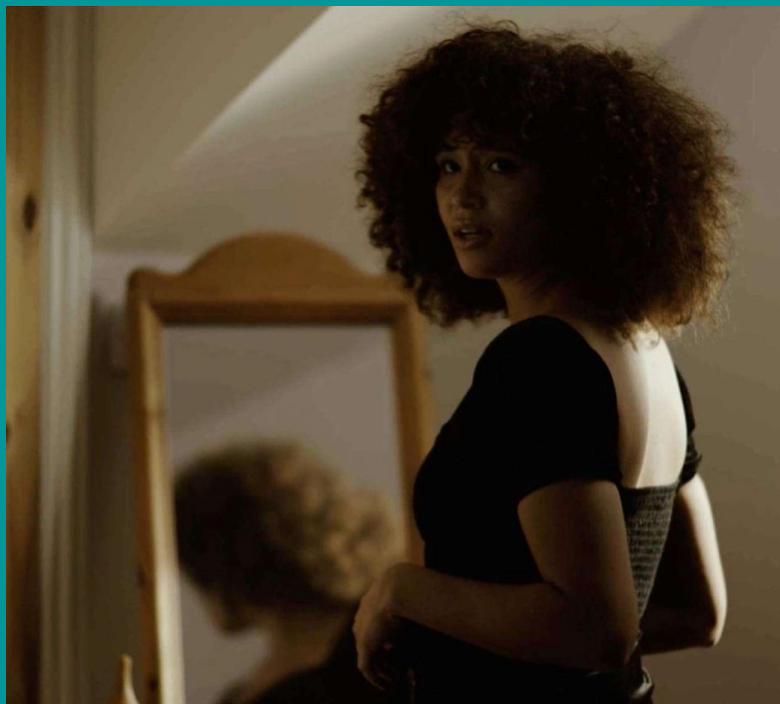
With thanks to



Unstuck was produced in 2021  
by G Town Talents.

GTown's founder, Jimmy Babalola  
said of its inception...

"Domestic abuse has been talked  
about around the whole of Kent and  
the Gravesham community, so we  
decided to tackle it and bring it into  
the media"



# Learning aims & agenda...

The resource below is aimed at KS4/5 students and allows you to use Unstuck as an educational resource with your students. By the end of this they should have the following learning:

1. An increased understanding of the nature of coercive control
2. A better understanding of how victims get blamed for the actions of an abusive person
3. An increased understanding of how they can help others.

**Please be attentive to signs of distress in your group and always deliver the trigger warning (see further notes below)**

## Suggested agenda:

How can we help? - 15 minutes

Stages of coercive control - 30 minutes

Whose fault is it anyway? - 10 minutes

Under pressure - 20 minutes

Ending & resources - 5 minutes

# Important notes for educators...

## YOU MUST...



**ENSURE YOU ARE FAMILIAR WITH THE CHILD PROTECTION POLICY AND PROCESSES IN YOUR SETTING BEFORE USING THE VIDEO WITH CHILDREN, FOR EXAMPLE ANYONE USING THIS RESOURCE SHOULD ENSURE THEY ARE CLEAR ABOUT REPORTING MECHANISMS FOR CHILDREN AND THAT THEY KNOW HOW TO RESPOND IF A CHILD WERE TO SHARE A CONCERN DURING OR FOLLOWING THE INPUT.**



**NOTE THAT IT IS GOOD PRACTICE IN SCHOOL SETTINGS TO INCLUDE THE DESIGNATED SAFEGUARDING LEAD (OR A DEPUTY) WHEN CONSIDERING AND PLANNING ANY SAFEGUARDING RELATED LESSONS OR ACTIVITIES AS THEY WILL BE BEST PLACED TO REFLECT AND ADVISE ON ANY KNOWN SAFEGUARDING CASES OR CONCERNS, AND PLAN HOW TO SUPPORT ANY PUPILS WHO MAY BE ESPECIALLY IMPACTED BY THE CONTENT, INCLUDING WHERE A CHILD COULD BE HARMED OR RE-TRAUMATISED.**



**BEFORE DELIVERING THE INPUT THINK ABOUT HOW YOU WILL CREATE A SAFE LEARNING ENVIRONMENT – SOME THINGS TO CONSIDER:**

- 1. ENSURING PUPILS UNDERSTAND THEY WON'T GET INTO TROUBLE AND/OR BE JUDGED FOR TALKING ABOUT SOMETHING WHICH HAPPENED TO THEM, ASKING FOR HELP OR TRYING TO UNDERSTAND THE ISSUES.**
- 2. SPEND TIME GETTING TO KNOW YOUR STUDENTS AND BUILDING UP AN ATMOSPHERE OF TRUST AND RESPECT WITH YOUR CLASS/ GROUP. A GOOD WORKING RELATIONSHIP WITH YOUR STUDENTS CAN BE A STRONG STARTING POINT FOR DISCUSSING SENSITIVE ISSUES.**
- 3. ASK FOR SUPPORT, EXTRA TRAINING OR COLLABORATION WITH OTHER AGENCIES IF YOU FEEL IT WOULD BE BENEFICIAL.**
- 4. ACKNOWLEDGE DOMESTIC ABUSE AS A COMPLICATED AND EMOTIONAL ISSUE WITH ALL STAFF AND STUDENTS WORKING WITH THE RESOURCES – RATHER THAN A BARRIER, ENCOURAGE OTHERS TO SEE THIS AS THE REASON WHY IT IS IMPORTANT TO TALK ABOUT.**
- 5. ACKNOWLEDGE THEIR VIEWS AND EXPERIENCES AS VALID AND SUPPORT THEM IN EXPRESSING THEIR OWN THOUGHTS AND CONCLUSIONS SINCERELY AND THOUGHTFULLY.**
- 6. EDUCATORS ARE PERFECTLY PLACED TO CHALLENGE ASSUMPTIONS AND INTRODUCE DIFFERENT VIEWPOINTS TO THEIR STUDENTS. ENSURE THIS IS DONE SO WITH CAUTION TO ALLOW STUDENTS TIME TO PROCESS AND REFLECT ON THESE.**
- 7. PROVIDE YOUR STUDENTS WITH COMMUNICATION STRATEGIES. FOR EXAMPLE, INSTEAD OF NAMING OR LABELLING SOMEONE BY THEIR BEHAVIOUR, ENCOURAGE STUDENTS TO DESCRIBE THE BEHAVIOUR AND HOW IT MAKES THEM FEEL. SO INSTEAD OF SAYING “YOU ARE RUDE”, SAY “THE WAY YOU ACTED MADE ME FEEL UPSET AND NOT RESPECTED.”**
- 8. MODEL AND ENCOURAGE ACTIVE LISTENING. TECHNIQUES SUCH AS OPEN-ENDED QUESTIONS, CLARIFYING AND REFRAMING INFORMATION, AND SUMMARISING DISCUSSIONS CAN ALL HELP YOUR STUDENTS TO TAKE TIME TO PROCESS WHAT OTHER PEOPLE HAVE SAID.**
- 9. PUT ANY PERSONAL AGENDA OR JUDGEMENT ASIDE. YOUNG PEOPLE NEED TO BE ACTIVELY REASSURED THEY WILL NOT FACE JUDGEMENT OR SHAME IF THEY REPORT ONLINE SEXUAL HARASSMENT AND KNOW THEY WILL BE SUPPORTED**

**FOR MORE ON THIS SEE:**

**[HTTPS://PSHE-ASSOCIATION.ORG.UK/GUIDANCE/KS1-5/HANDLING-COMPLEX-ISSUES-SAFELY-CLASSROOM](https://pshе-association.org.uk/guidance/ks1-5/handling-complex-issues-safely-classroom)**

# **TRIGGER WARNING**

**TO BE READ AT THE START OF  
EVERY SESSION**

**THIS FILM IS ABOUT AN ABUSIVE  
RELATIONSHIP – WHERE ONE PERSON  
COERCIVELY CONTROLS ANOTHER USING  
PSYCHOLOGICAL AND PHYSICAL ABUSE.  
MUCH OF THIS IS IMPLIED. EVEN SO, IT IS  
MORE IMPORTANT THAT YOU TAKE CARE  
OF YOURSELF THAN TAKE PART IN THIS  
SESSION. YOU CAN EXCUSE YOURSELF AT  
ANY TIME.**

# HOW CAN WE HELP?

Play the film to 1 min 20 secs

Lead a discussion about what is going on here. Use the following questions to support the discussion:

1. What are your initial thoughts on this section?
2. Have you ever tried to check in with someone who you are worried about in this way?
3. What are the best ways to do that?
4. Should we stop asking?

**SHARE THIS QR CODE SO THAT EVERYONE CAN ACCESS THE GET HELP NOW PAGE ON OASIS WEBSITE IF NEEDED FOR THEMSELVES OR OTHERS**



# PROFESSOR LIZ KELLY - STAGES OF COERCIVE CONTROL

#1 - GROOMING - being charmed but isolated

#2 - MANAGING the SITUATION - adapting behaviour to avoid incidents

#3 - REALITY BECOMES DISTORTED -we continue 'managing' the situation and anxiety is high/ overwhelming

#4 - DEFINING ABUSE -start to see myself as abused

#5 - RE-EVALUATES -start to see support from others as an option

#6 - ENDS RELATIONSHIP-this may take many attempts and increases risk of harm

#7 - ENDS THE ABUSE-abuser keeps trying to regain control and risk remains an issue

**SHARE THESE WITH THE GROUP**

# **PLAY FROM 1 MIN 20 SECS TO 4 MINS 30 SECS...**

**ASK:** What did you notice in this section?

At this stage avoid any conversations about why they stay in the relationship – tell everyone we will park this for later.

Link their thoughts into the stages of coercion and control using the notes below

## **NOTES FOR EDUCATORS...**

### **Grooming behaviours:**

1. Giving flowers – this is a lovely thing to do! BUT, when we have behaved badly, behaviour change is the only real sign of remorse, not flowers.
2. Isolation – giving a mobile phone which they have bought (and could have set up for monitoring) - maybe they broke the other?

### **Managing the situation:**

1. Her anxiety in getting ready – she is practising her performance for the other person to make sure she can 'behave'.
2. Conforming to demands – where threat/ fear exists, then we will safety plan to avoid further harm – e.g. handing over the phone etc.
3. Giving up control – it becomes easier to conform to control (managing my safety) so we do end up showing the phone to the other person.



## **NOTES FOR EDUCATORS CNTD...**

### **Distortion of reality:**

1. Self-blame – it is usual that someone in this situation blames themselves – they are living with the abuser's narrative – ‘you’re stupid’ ‘you are exaggerating’ and increasingly becoming isolated from other people’s views. Note that she says – ‘You know what I’m like’ and ‘I fall into it’ – this self-blame stops us from thinking about the fact that someone is behaving abusively towards us – it is their fault, not ours.
  2. Confusing goalposts – note the dress – you bought it for me – the perpetrator will change their view according to the situation which makes it impossible for us to safely manage the situation – we do not know what could be a problem if things keep changing.
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**NOTE TO THE GROUP HOW MUCH WE  
FOCUS ON THE PERSON BEING  
VICTIMISED...**

# WHOSE FAULT IS IT ANYWAY?

## ASK: WHY DOESN'T SHE JUST LEAVE?

Develop the discussion by exploring these questions:

1. What could she gain by leaving? (these will be fairly abstract – e.g. her dignity/ confidence/ pride)
2. What could she lose? (these will be concrete and essential for daily life – e.g. her home/ her stuff/ her pets and so on)

You can create a columned flip chart to show these responses side by side. The gains side will usually be abstract things that do not mean much to someone who is about to lose many practical things...

**Key message:** The abusive person should stop, we should make them accountable. It is not the responsibility of the non-abusing person to make the situation better.

# UNDER PRESSURE

PLAY 4 mins 30 secs to the end



Tell the group that the psychological pressure of an abusive relationship reduces our ability to think and make decisions

**ASK** - how stressful on a scale of 1-10 do you think living with this fear and anxiety is?

The human brain can be overwhelmed by every day stress, like exam pressure for instance or when we have other stress in our life. Describe some stress factors for someone living in this type of relationship: You feel ashamed to admit what is happening. You are anxious that you will get something wrong and suffer the consequences. You are isolated from friends and family. You can't sleep. You are suffering assaults.

**ASK: WHO IS TO BLAME? WHO NEEDS TO CHANGE?**

# ENDING THE SESSION

Before everyone leaves, tell them you are staying around for a few minutes to talk. Tell them that the feelings from this exercise might stay in their body for a while and so they might consider doing something to help with this:

1. Talk it out
2. Walk it off
3. Play and have fun
4. Write a journal entry

If they need help with any of the issues they can seek it here:

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