










The knight in the shining armour

 TIME	60 minutes
 No.	10 - 30 participants
 MATERIALS	<ul style="list-style-type: none"> • Annex
 OBJECTIVES	<ul style="list-style-type: none"> • To discuss the boundaries of a safe and equal relationship; • To learn to recognise the early warning signs of an abusive relationship; • To discuss the role of education and / or youth work in helping to prevent violence in intimate relationships.
 INSTRUCTIONS STEP BY STEP	<ol style="list-style-type: none"> 1. Explain to participants that they will hear a short story about a knight on a white horse, and that afterwards there will be a discussion of the issues raised and the feelings evoked; 2. The actors move to the middle of the room. You (the facilitator) are the knight. You kneel in front of Susie, or sit next to her, and hold her hand. It is preferable for you to act out the 'courting' scenes by heart, rather than reading, so if possible, try to learn the dialogue in

	<p>advance. The narrator stands to the side and reads aloud their parts of the story;</p> <p>3. After the 'courting scene' and story have been completed, look at the faces of participants for reactions or emotions. If they seem a little shocked or upset, ask for a moment of silence for them to reflect on and take note of their feelings.</p>
 <p>DISCUSSIONS</p>	<p>Begin the debriefing by asking the person who played Susie to share her feelings and impressions about the role play. Then continue by asking everyone the following questions:</p> <ul style="list-style-type: none"> • How did the story make you feel? Why? • What do you think about this relationship? • At which point do you think Susie should have realised that this is a dangerous relationship? • What are the signals that indicate that this relationship is becoming abusive? • What can we understand about romantic relationships from this story? • Where does a genuinely equal relationship end and an abusive one begins? • From where do we get our ideas about what relationships should be like? • How realistic are these ideas or stories? • Which human rights are violated in cases of domestic violence? • How do romanticised views of relationships affect young people? • What can you do to raise awareness among young people about gender equality?
 <p>HINTS</p>	<p>This activity can be very emotional for some participants: it needs to be run in a safe environment. This is not an activity that can be run with a group that has only recently met. If your group has come together for a one-off residential activity, it is suggested that you run this activity only after the group has worked together for a few days. Participants need to be able to trust the facilitator as well as other members of the group.</p> <p>Bear in mind that you do not necessarily know 'who is in the room'. Someone may have experienced, or be experiencing, an abusive relationship. You should make sure that no-one feels under any pressure to disclose things that they are not ready to speak about. Try to formulate the questions you ask in the debriefing in a non-personalised manner, so that even if they participants have relevant personal experiences, they do</p>

	<p>not feel that they have to answer by referring to these experiences directly.</p> <p>Be aware that such experiences may be painful for participants and that as a facilitator it will be your responsibility to deal with any emotional consequences of running the activity in your group. If a participant gets upset or begins to cry, you need to be prepared to deal with that both on a one to one basis and in the whole group.</p>
 <p>THIS ACTIVITY ONLINE</p>	<p>-</p>
 <p>THEORY</p>	<p>Source: Council of Europe – Gender Matters Activities.</p>

ANNEX

Knight: Wow Susie! You are so beautiful! I love your style so much! You are such an individual, and I love that about you...!

Narrator: Susie is very happy and feels attracted to the knight.

Knight: I've never felt so close to anyone. You are the only one I trust, the only one I can share my problems with the only one who understands me. It is so good to be with you. I love you so much...

Narrator: Susie feels that she is very important to the man. She feels safe.

Knight: I feel I have found my other half. We have been created for each other. We don't need anybody else, do we?

Narrator: And Susie indeed feels that the Knight is her whole world. Every minute they spend away from each other is painful.

Knight: You are so beautiful, so pretty. But don't you think that your skirt is a bit daring? I'm worried about you: I think you should wear something else. That would make me feel better. We belong together, don't we? You are mine.

Narrator: And because Susie loves him and would not want to argue about such an insignificant thing, she changes the way she dresses to suit his wishes.

Knight: You spend too much time with your girlfriends. We have such a great time together: am I not enough for you? I don't think you should put so much trust in them. I think they have a bad influence on you: I don't like the way you talk about them and the things you do together. I don't like the way you talk to me when you come back from being with them.

Narrator: And because Susie wants to be nice to him, she begins to see less and less of her friends. Soon they have been left behind altogether.

Knight: I do like your parents, but why do we have to see them every Sunday? I'd like to spend more time with you alone. Anyway, they do not seem to like me. All they do is criticize me. I'm not even allowed to relax on Sundays! They can't wait for us to break up. I wish you didn't want to spend so much time with them.

Narrator: Susie is worried about their relationship. She does not want to threaten it, so she spends less time with her family. Now there is peace... Or is there?



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