



Dating Violence Workshop Teaching Guide

Purpose of this document:

The Lights4Violence project team has produced this guidance to support teachers to deliver 'Dating Violence' workshops, using films made by Year 8 students in a UK school. This document is intended to allow teachers to develop their understanding of the material and to consider their own style of delivery. The three video capsules, each containing three minute films covering the same theme, consider common relationship problems experienced by adolescents and provide positive demonstrations of how to deal with those problems. The films should be used to encourage discussion about positive assets and behaviours that can improve dating relationships. A summary of the films, their content and the issues they cover is attached as Appendix 1.

Dating Violence is a current problem within the general population. Over the last few years, research has found that the risk is increasing between teenagers. It is known, that being part of a violent relationship negatively influences adolescent's emotions, cognitions and behaviours and all of this can affect their mental health.

Lights4Violence is a European Project that has developed a resource to support adolescents to develop positive assets and relationships skills. The main aims of the project being:

- To enable adolescents to understand Intimate Partner Violence (IPV) related protective factors. To recognise these factors in themselves, their families, their school and other closed settings, and to know how to properly use them.
- To contribute to education and awareness-raising about the importance of positive interpersonal relationships, based on self- esteem and trust.
- To support adolescents to challenge sexist and tolerant attitudes towards gender-based violence and dating violence.
- To promote skills to manage problems and conflicts through interpersonal communication, mediation and negotiation.
- To empower young people to claim their rights and those of their peers, to be held in esteem and to protect themselves from at-risk or abusive relationships.

Material required:

When considering the materials needed to run the activity please take into account the size of the group you are going to work with. It must be delivered in a large enough space for the students to work in groups and in an individual way. The room should also contain tables and chairs for students to complete the written exercises. In this sense, a classroom could be a good option to develop of this activity.

In order to play the films, you will need a computer or a DVD player, directly linked to screen or a projector that plays to a screen. The sound system needs to be enabled and you might wish to use a microphone if you are working with a large group. Other tools that also can be helpful for the developing of this activity could be flip charts/whiteboards to capture questions or comments made during discussion and a pointer to emphasise some scenes of the film. Prior to the workshops familiarise yourselves with the films and your chosen method of playing them to the group. Please



remember Year 8 students made these films and in some cases, the audio-visual quality may not be high.

Skills the workshop hopes to develop:

Debunking Myths and Irrational Beliefs:

Some of the ideas that teenagers have related to love are really myths of romantic love. This can influence their first love experiences and generate unrealistic expectations. It is important that during discussion around the film myths are identified and discussed openly in the group.

Anger, Self-Control and Problem-Solving:

Adolescence is one of the most complicated periods of life due to all the physical and emotional changes that happen during this period: insecurities, new experiences, emotional management and self-control are a constant challenge for teenagers. The development of the skills related to self-control, allows the adolescents to practice effective behaviour in difficult situations. The films demonstrate emotional concerns and show effective management strategies, but the films real strengths are opening up these conversations within the classroom.

Social Skills, Communication, Assertiveness and Self-Esteem:

Following on from emotional management, people who have self-control usually have better socially acceptable coping skills. Sometimes, aggressive behavior and anger issues stem from a lack of assertiveness. It is necessary to teach students how to communicate clearly and speak up for themselves in an appropriate manner.

Being assertive simply means being confident enough to clearly and effectively express your feelings, opinions and needs, while still valuing those of others. Self-esteem refers to the way people think and value themselves as a person while self-confidence refers to how people feel to get a task done, their abilities.

While it is not expected that these areas will be explored in detail during the discussions you have with pupils Appendix 2 provides some more information about these areas in case you wish to learn more about them yourselves.

Further information that may help with the discussions.

Assets the workshops are trying to develop:

Developing a positive common language: A common positive language is a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Assets that promote healthy couple relationships: A healthy functional intimate relationship is based on equality and respect, not power and control. It is important to encourage teenagers to think about how they treat (and want to be treated by) someone they care about. Healthy relationships share certain characteristics that teens should be taught to expect. They include:



- Mutual respect: Respect means that each person values who the other is and understands the other person's boundaries.
- Trust and support: Partners should place trust in each other and give each other the benefit of the doubt. The healthy couple feels secure sharing private aspects of each other's thoughts and feelings without jealousy or possessiveness.
- Honesty: Honesty builds trust and strengthens the relationship.
- Individuality: Neither partner should have to compromise who he/she is, and his/her identity should not be based on a partner's. Each should continue seeing his or her friends and doing the things he/she loves. Each should be supportive of his/her partner wanting to pursue new hobbies or make new friends.
- Good communication: Each partner should speak honestly and openly to avoid miscommunication. Communication is based on clarifying issues, specifying feelings, and working together for mutually satisfying solutions.
- Fighting fair: Everyone argues at some point, but those who are fair, stick to the subject, and avoid insults are more likely to come up with a possible solution. Partners should take a short break away from each other if the discussion gets too heated.
- Understanding: Each partner should take time to understand what the other might be feeling.
- Self-confidence: When dating partners have confidence in themselves, it can help their relationships with others. It shows that they are calm and comfortable enough to allow others to express their opinions without forcing their own opinions on them.
- Healthy sexual relationship: Dating partners engage in a sexual relationship that both are comfortable with, and neither partner feels pressured or forced to engage in sexual activity that is outside his or her comfort zone or without consent.

Attitudes the workshop is trying to change:

Unhealthy relationships are marked by characteristics such as disrespect and control. It is important for individuals to be able to recognize signs of unhealthy relationships before they escalate. Some characteristics of unhealthy relationships include:

- Control: One dating partner makes all the decisions and tells the other what to do, what to wear, or who to spend time with. For example, he or she is unreasonably jealous, and/or tries to isolate the other partner from his or her friends and family.
- Hostility: A member of the couple picks a fight with or antagonizes the other dating partner. This may imply to one dating partner changing his or her behavior in order to avoid upsetting the other.
- Dishonesty: One of them lies to or keeps information from the other and/or steals from the other.
- Disrespect: One dating partner makes fun of the opinions and interests of the other partner or destroys something that belongs to the partner.
- Dependence: One partner feels that he or she "cannot live without" the other. He or she may threaten to do something drastic if the relationship ends.



- Intimidation: A member of the couple tries to control aspects of the other's life by making the other partner fearful or timid. One dating partner may attempt to keep his or her partner from friends and family or threaten violence or a break-up.
- Physical violence: One partner uses force to get his or her way (such as hitting, slapping, grabbing, or shoving).
- Sexual violence: One dating partner pressures or forces the other into sexual activity against his or her will or without consent.

It is fundamental to educate adolescents about the value of respect and the characteristics of healthy and unhealthy relationships before they start to date. Maintaining open lines of communication may help them form healthy relationships and recognize the sign of unhealthy relationships, thus preventing the violence before it starts.

Description and Procedure for Carrying Out the Activity

To carry out this activity, the following procedure is suggested:

- Select film file, or DVD most appropriate for content being taught. Choose from the attached list of films (Appendix 1- list of films with a synopsis of the content of each).
- Make sure it is culturally appropriate and that it focuses on behaviour changes, not just facts.
- When you play the film, allow time to read any text shown on the screen.
- Preview material before using it and take notes to use later during discussion.
- Check equipment in advance so technical problems do not occur.
- Discuss with viewers the benefits of seeing the film, explain what they will see, and how the film relates to other teaching materials. Provide cues as to when key behaviours appear. Explain meaning of uncommon words.
- Encourage viewers to write down questions. Stop tape at key points to flip chart thoughts down and then restart it.
- Write out any lists or texts on the video and use as a handout.
- Add interaction (if none) by making a worksheet that deals with key points / behaviours that viewer responds to during or after viewing.
- Follow up film with answering questions, clarifying and reinforcing information. Help viewers apply information to his or her situation, demonstrate / practice a skill, and use other related teaching materials.
- If the students find the film funny or think they could do better, do not worry, encourage them to talk about how they would have dealt with the situation better.

Asking questions during and after playing the film

One type of questions called “Socratic questions” could be really useful. **Socratic questions:** are designed to enhance critical thinking skills to get students to ask questions instead of directly give them answers. There are six types:



1. **Questions for clarification:** They stimulate thinking more reflectively, understand exactly what they are asking and to demonstrate concepts that support



their arguments. In short, they help to deepen understanding. Some examples would be:

- Why do you say that?
- How does this relate to our discussion?
- What do you mean by?
- What do we already know about...?

2. Questions that probe assumptions: Checking assumptions in search of the truth cause students to think about unquestioned presuppositions and beliefs on which they base their arguments. These questions explore the arguments e.g.:

- What could we assume instead?
- How can you verify or disapprove that assumption?
- Could you explain why you arrived at that conclusion?
- What would happen if...?

3. Questions that probe reasons and evidence: This sort of question helps to deepen the reasoning instead of thinking something is a given. These questions promote the comprehension of arguments. e.g.:

- What would be an example?
- What do you think causes to happen...? Why?
- What evidence exists to support what your answer?
- What is....analogous to?

4. Questions about Viewpoints and Perspectives: Most arguments are given from a particular position or point of view. These questions challenge this position to show students that there are other equally valid points of view. e.g.:

- What would be an alternative?
- What are the strengths and weaknesses of...?
- What is a counterargument for...?
- What is another way to look at it?

5. Questions that probe implications and consequences: These questions try to find the logical development of their arguments, whether they make sense or not. e.g.:

- What generalizations can you make?
- What are the consequences of that assumption?
- What are you implying?
- What is a counter argument for...?

6. Questions about the question: These questions are made by the students to challenge themselves. e.g.:

- What was the point of this question?
- Why do you think I asked this question?
- How does...apply to everyday life?
- What does... mean?



For example, one way to work with Socratic questions during the exhibition day film could be the following:

Before watching the movie we could start by asking what the title suggests: *What do you think is it about? What does the title suggest?* After that, we can turn on the film and watch it until the first scene happens, then we would stop the film and we would ask them *What has happened? What do you think caused that to happen? Why? (questions that probe assumptions)* and also *Why do you say that? (questions for clarification)* or *How else could you approach this? (questions about viewpoints)*. Afterwards, we can also ask them what they think will happen in the film; *What are the consequences of that assumption?* (questions that probe implications and consequences). Finally, we would turn on the film again and we would see what happen in the film really: *Are you surprised by the end? Could you think of a different ending? What consequences would it have?*

These questions can raise an issue for discussion and encourage different points of view and reasoning between all of them.

Managing disagreements

If you find that some pupils continue to look for negative solutions to the relationship issues and endorse attitudes that support violence within relationships, then you may wish to try some motivational interviewing techniques to manage the group and help them change:



- **Express empathy:** Empathize with their concern and explore them in a non-judgmental manner, this assures the student that they are being heard and understood.
- **Develop discrepancy:** Help students see that some behaviours do not mesh with their ultimate goals or the things that they think are important or valuable. Help them to see the difference between their core values and their behaviour. It is useful to create gap between where students are and where they want to be. It allows the students to realize current behaviour is not leading to a goal and be more open to change.
- **Support self-efficacy:** Promote belief in students' ability to use the skills needed, focus on past successes, skills and strengths they have or can easily learn. Finally promote self-esteem and build confidence.

These techniques before are general, but also you can use other more specific techniques **to roll with resistance** such as:

- **Eliciting/ Evoking change talk:** This strategy elicits reasons for changing from students by having them give voice to the need or reasons for changing. Rather than the teacher telling students the importance of and reasons why they should change, change talk consists of responses evoked from pupils. Their responses usually contain reasons for change that are personally important for them. Change talk can be used to address discrepancies between students' words and actions in a manner that is non-confrontational. E.g.:
 - "What would be the good things about changing your opinion?"
 - "What will happen if the situation doesn't change?"
- **Elicit/Evoke Change Talk by Provoking Extremes:** For use when there is little expressed desire for change. Have the student describe a possible extreme consequence. e.g.:
 - "Suppose you don't change, what is the worst thing that might happen?"



- “What is the best thing you could imagine that could result from changing?”
- **Exploring importance and confidence:** Goal importance and confidence ratings have dual utility: they provide teachers with information about how students view the importance of changing and the extent to which they feel change is possible, and also they can be used to get pupils to give voice to what they would need to do to change. E.g.:
 - What do you think you might do to increase the importance/confidence about changing your point of view?
 - “What would need to happen for your importance/confidence score to move up from a.... to a?”
- **Opened-Ended questions:** If teachers use open-ended questions it will allow for a richer, deeper conversation that flows and builds empathy with pupils. In contrast, too many back-to-back closed questions can feel like an interrogation. The goal is to promote further dialogue that can be reflected back to the students by the teacher. e.g.:
 - “What happens when you behave that way?”
 - “What makes you think it might be time for a change?”
- **Reflective listening:** Reflective listening is the primary way of responding to students and of building empathy. Reflective listening involves listening carefully to them and then making a reasonable guess about what they are saying. The teacher can paraphrase the pupils' comments back to them. Another goal in using reflective listening is to get teenagers to state the arguments for change, rather than the adult trying to persuade or lecture them that they need to change. Reflections also validate what students are feeling and doing so communicates that the teacher understands what they have said. e.g.:
 - “So, on the one hand it sounds like And, yet on the other hand....”
 - “It seems as if....”
- **Normalizing:** Normalizing is not intended to make students feel comfortable with not changing it's just that it is to help them understand that many people experience difficulty changing. e.g.:
 - “Many people report feeling like you do. They want to change their point of view, but find it difficult”.
- **Decisional balancing:** The goal for pupils is twofold: To realize that they get some benefits from their behaviour, and there will be some costs if they decide to change their behaviour. This technique can be used to help them understand their ambivalence about changing and to move them further toward wanting to change. e.g.:
 - “What are some of the good things about your behaviour? Okay, on the flipside, what are some of the less good things about your behaviour?”
- **Columbo approach:** This technique is intended as a curious inquiry about discrepant behaviours without being judgmental or blaming and allows for the juxtaposing in a non-confrontational manner of information that is contradictory. e.g.:
 - “So, help me to understand. On the one hand you are telling me that you don't like it when your parents ask you all the times what are you doing because you consider it quite annoying, but on the other hand you are saying that people who love each other need to know in any moment about what their partner does. How does that work?”
- **Affirmations:** Affirmations are statements made by teachers in response to what students have said, and are used to recognize students' strengths, successes, and efforts to change.



Affirmative responses or supportive statements by teacher verify and acknowledge students' behaviour changes and attempts to change. E.g.:

- "It's clear that you're really trying to change your point of view to can understand others interpretations"
- "By the way you handled that situation, you showed a lot of self-control"
- **Advice/Feedback:** This is a valuable technique because teenagers often have either little information or have misinformation about their behaviours. Presenting personalized feedback in a motivational manner allows them to evaluate the feedback for personal relevance. Sometimes simple advice does not work well because most people do not like being "told what to do." Rather, most individuals prefer being given choices in making decisions, particularly changing behaviours.
 - "What do you know about the laws and what will happen if you break them?"
- **Summaries:** These are used judiciously to relate or link what pupils have already expressed, especially in terms of reflecting ambivalence, and to move them on to another topic or have them expand the current discussion further. e.g.:
 - "If it is okay with you, just let me check that I understand everything that we've been discussing so far. You have been worrying about how much you've been chatting with your partner on the phone in recent months because you recognise that you have experienced some issues associated with your need of control, and you've had some feedback from your partner that she isn't happy with how much you're texting her. But the few times you've tried to stop have not been easy, and you are worried that you can't stop. How am I doing?"
- **Use reflections:** Involves rephrasing a statement to capture the implicit meaning and feeling of a statement. It also encourages continual personal exploration and helps people understand their motivations more fully. e.g.:
 - "You enjoy spending time with your girlfriend but you are beginning to worry about the idea of spending too much time together. In fact, there are weeks that you don't meet with your friends and you also like to spend time with them. Then your best friend said a few things that have made you think that your girlfriend is being a bit controlling".



Appendix One

Group One films- Communicating

These films involve issues around jealousy and control in intimate relationships. The films are based around the message that the best way to manage emotional problems is to communicate effectively with each other and to seek support from friends if they are finding the situation difficult.

The films demonstrate that jealousy is often based on assumption and our own insecurities. In solving the relationship problems the students demonstrate a range of effective skills and draw in their assets:

- Openness to talk through issues and communicate effectively
- Assertiveness when dealing with a partners jealousy and control
- Positive social problem solving to work towards resolution
- Perspective taking
- Emotional management- around jealousy and control
- Supportive friendships

Group Two films- Positive Peer Relationships

These films involve issues around physical abuse in intimate relationships and bullying within friendships. The films are based around the message that these behaviours should not be tolerated and that you may need support to remove yourself from an abusive or bullying relationship.

The films demonstrate that emotions are powerful drivers for negative behaviour and justification of the behaviour. In solving the problems the students demonstrate the following skills and draw on certain assets:

- Openness to talk through issues with positive peers
- Assertiveness when ending a relationship
- Developing self esteem
- Positive social problem solving rather than avoidance
- Emotional management- around fear and the strength to walk away
- Supportive friendships

Group Three Films- Positive and accepting communities

These films involve issues around discrimination and stereotypes. The films are based around the message that these prejudices should be recognised and not tolerated. The message is that the best way to deal with this is to talk to people who you know will support you and then to challenge those who express these views.



The films demonstrate that prejudice and gender stereotypes lead to bullying and intolerance. In solving the problems the students demonstrate the following skills and draw on certain assets:

- Assertiveness when facing discrimination
- Perspective taking
- Developing self esteem
- Positive social problem solving rather than avoidance
- Emotional management
- Ability to reflect on your own negative behaviour



Appendix 2

Debunking Myths and Irrational Beliefs:

Some of the ideas that teenagers have related to love are really myths of romantic love. This can influence their first love experiences and generate unrealistic expectations. It is important that during discussion around the film myths are identified and discussed openly in the group. Often students will challenge each other around these myths and it is important to develop a healthy debate without allowing individuals to become isolated and to feel threatened by the group.



Everyone experiences irrational beliefs and some time, the films include irrational beliefs as part of the relationship problems. In the discussion around the films, teachers should concentrate on challenging these myths and irrational beliefs and developing the student's ability to recognise them and challenge them for themselves.

- Gender stereotype: Society endorse beliefs about how men and women should 'be' and there is a lack of consideration for other gender identities. Pressure to behave in a particular way derives from these beliefs. When a desire to be part of a group exists, adolescents can justify and conform to behaviours related to these beliefs. These stereotypes contribute to inequality between men, women and other gender identities, so detecting them and working with them is the first step to promoting healthy relationships.
- "Love can do anything": The image of love that films or stories sometimes promote is that: an intense love endures despite any difficulty, even when one member of the couple is hurting the other. This idea can make teenagers continue in relationships, even when one of them is not comfortable with the behaviour of his or her partner.
- "Soul mate": The myth of putting up with bad behaviour for love is related with the idea that the people in love are predestined to find each other and their love is the strongest they will ever experience. The soul mates idea suggests that people are incomplete and we need someone to complete us in order to have a satisfied life. This irrational belief places extreme importance on relationships providing a successful and satisfied social life.
- "Jealousy is evidence of love": This is another component related to dating violence. It comes from an atmosphere of distrust where one member of the couple or both feel the necessity to know and control exactly what his or her partner is doing and with whom. This myth suggests that the only way to demonstrate that you really love your partner is to share everything with them. It is fundamental work on this and promotes confident people and help adolescent to change this vision to they can develop healthy relationships.

Anger, Self-Control and Problem-Solving:

Adolescents is one of the most complicated periods of the life due to all the physical and emotional changes that happen during this period: insecurities, new experiences, emotional management and self-control are a constant challenge for teenagers. The development of the skills related to self-control, allows the adolescents to practice effective behaviour in difficult situations. The films



demonstrate emotional concerns and show effective management strategies, but the films real strengths are opening up these conversations within the classroom.

Learning how to identify emotions, the physical symptoms and the situations that produce them is key. When adolescents do not understand their emotions, they may also avoid anything that feels uncomfortable. Teaching them to regulate their emotions can reduce relationship issues. A student who understands their emotions will also be better prepared to deal with uncomfortable situations and is more likely to perform at their peak. With coaching and practice, adolescents can learn that they can cope with their feelings in a healthy manner.



It is important that adolescents learn the difference between anger and aggression. Angry feelings are completely acceptable whereas aggressive behaviour is not. Adolescents need to know that aggressive behaviour (even verbal aggression) can have serious ramifications, for example, making threatening comments over social media could lead to legal consequences. It can be useful to ask what techniques they use to calm themselves and how they work, or what they can do in different stressful situations.

One way to work it is teaching them to recognize physical warning signs of anger. They often fail to recognize when their anger is on the rise. It could be useful ask them “How do your bodies feel when you are getting angry?” Teach them to recognize physiological warning signs of anger, like a rapid heartbeat, clenched fists, or flushed face.

Encourage them to intervene when they notice their anger is on the rise. Some techniques to help them to control themselves could be:

- Allow for self time-outs: to put themselves in time-out when they are struggling with anger. Give them a quick break to gather their thoughts in their room or encourage them to end a conversation with a friend that is getting heated.
- Create time-out rules: For example, agree that if anyone in the class or any friend is getting too angry to continue a discussion, you’ll take a 10 minute break before continuing the conversation.
- Teach problem solving: Whether struggling with a school project or trying to resolve an issue with his friend, encourage them to identify five potential solutions. Then, they can review the pros and cons of each potential solution before choosing the one they think will work best. This can help adolescent see that there are many ways to solve a problem without lashing out. Over time, they will grow more confident in their ability to solve problems.

Social Skills, Assertiveness and Self-Esteem:

Following on from emotional management, people who have self-control usually have better socially acceptable coping skills. Sometimes, aggressive behavior and anger issues stem from a lack of assertiveness. It is necessary to teach students how to speak up for themselves in an appropriate manner.

Being assertive simply means being confident enough to clearly and effectively express your feelings, opinions and needs, while still valuing those of others. It’s important because it impacts directly on the way that you communicate and interact with others and helps to improve self-esteem as you are more likely to feel respected and heard. The films demonstrate adolescents being assertive in relationships.



How you communicate and your body languages when you are communicating are both key to developing and improving assertiveness skills:



Body Language: The way in which you hold yourself in discussion with others has an important impact on how they perceive you and consequently treat you. Assertive people generally stand upright, or sit straight but in a relaxed open manner and look people calmly in the eyes. The students can practice these skills with a friend or by standing in front of a mirror. Some examples to do it are the followings:

- Face the other person or yourself and try to stay calm.
- Breathe steadily and evenly.
- Speak clearly and steadily, don't whisper or raise your voice.
- Show that you are listening by nodding appropriately.
- Keep your facial expression relaxed and open.

Communication: Once you have mastered the body language of assertiveness start to consider the way that you communicate with others. Clear communication is an important aspect of assertiveness. Some tips are listed below:

- Try to express your feelings clearly. Recognise and acknowledge that you have choices so try saying "I could" and "I might" instead of "I must" and "I should".
- Give yourself permission to say no. This is often difficult because no one wants to feel that they are letting people down, be seen as unhelpful or unable to cope. Keep the conversation polite, clear and simple and don't feel that you have to apologise for saying no to something.
- Don't be afraid of sounding like a broken record. Sometimes you will have to repeat your point over and over again in a calm but firm voice until what you are saying is clear to the other person. This can be particularly useful if you are speaking to someone who you feel just isn't listening to what you have to say or if you feel that you are being manipulated into a situation.
- Remember to listen to the person you are talking to, treat them with respect and try to see their point of view, even if you disagree.
- Accept that conversation and discussions don't always go to plan – don't be afraid to suggest having the conversation at a different time if emotions are running high or agree to disagree so that you can move on.
- Practice makes perfect but like any new skill, it will take time. Take the time to prepare before having difficult conversations whatever the situations and to have a check list in your head and you are more likely to succeed.

Confidence and self-esteem: Self-esteem refers to the way people think and value themselves as a person while self-confidence refers to how people feel to get a task done, their abilities.

There may be periods in your life when you feel more confident than at others and this is to be expected. Sometimes it can be really challenging to develop confidence and self-esteem when you are a naturally shy and introverted person or when you have experienced something in your personal life, which has had a negative impact. A few things to help with this could be:

- Look at what you have already achieved: Sometimes it can be too easy to focus on what you haven't done. It is easy to lose confidence if you feel that you haven't managed to achieve anything and if you feel that your life is now on hold because of your caring situation. Focus



on things you have done, tasks you've completed, things that you are proud of. It can be anything, big or small, but acknowledge that these are your successes and they will help you to recognise your individual talents and abilities.

- Think of things that you are good at: Everybody has strengths and talents. Recognise what you are good at and trying to build on these things can really be a valuable way off building confidence in your abilities and sharing your knowledge and expertise with others in similar situations can really help you to feel valued.
- Set some goals: Set some personal goals and aim to achieve them. They don't have to be big goals, little things that can be ticked off a list and help you gain self-confidence in achieving an accomplishing things that you have set out to do.