



# ReSPECTful Relationships



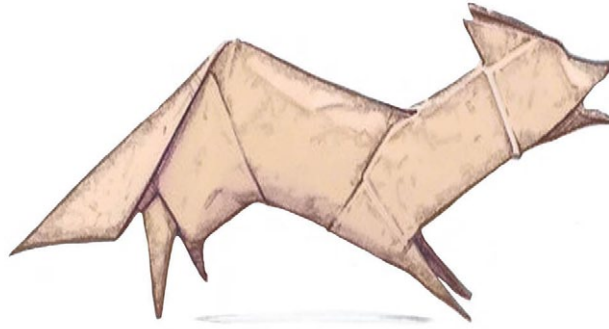
**Lesson Plans and Resources**

**Key Stage 3: Year 8 & 9**

**Lesson 2: Healthy Relationships**

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## Lesson 2: Healthy Relationships

**KS3**  
**Y8 & 9**

### Session Aims

- To raise awareness of domestic abuse and unhealthy relationships
- To understand and recognise passive, assertive and aggressive behaviour and body language
- Students will have a greater understanding of conflict management
- To understand and challenge stereotypes about men, women and cultural issues that link to experiencing violence and abuse
- Raise awareness of possible warning signs in an abusive relationship

### Learning Outcomes

All young people can:

- Understand some of the facts around abuse in relationships and that it is probably more prevalent than they thought
- Will be able to understand and explain what a healthy relationship looks like and what an unhealthy relationship looks like.
- Understand and challenge stereotypes about men, women, and people from different backgrounds.

Most young people will:

- Understand the importance of having strong positive relationships with people
- Recognise that gender is a largely social construct and we are limited by attitudes of others
- Consider the attitudes towards people who experience domestic abuse. e.g. They're weak, asked for it, attract violent partners.
- Recognise early warning signs of domestic abuse

Some students will:

- Be able to understand, express and explain the importance of being in a healthy relationship
- Consider the damaging stereotypes that confuse the issue and be able to challenge these ideas.



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
20 -25 mins	<p><b>Starter activity:</b></p> <p>This session is about raising awareness of domestic abuse and what amounts to an unhealthy relationship. This session will consider the differences between passive, assertive and aggressive behaviour and body language.</p> <p>Word storm how students would respond to situations where they feel powerless, cheated or treated unfairly. Establish the differences between passive, aggressive or assertive considering the consequences of each response.</p> <p>Discuss definitions of assertiveness; saying what you think and feel and getting what you want in a manner, which does not hurt other people and does not hurt you (assertive). Stress to the young people that it is possible to resolve conflict by negotiating or reaching a compromise – it is always best to try to resolve conflict in a friendly way without losing your temper.</p> <p>Word storm what the students understand to be passive, assertive and aggressive behaviour within an intimate relationship. Clarify what that is. i.e. Husband/ wife boyfriend/girlfriend man/man woman/woman, living together or just dating.</p>	Students will write down ideas of situations where individuals might have felt powerless, cheated or treated unfairly.		Students will consider various situations that could be considered passive, assertive and aggressive behaviour from the different perspectives of males and females in varying situations.

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
35 mins	<p><b>Main activity:</b></p> <p>Write 'Be a real man' 'Act like a lady' and ask for examples of student interpretations of these. Where do these ideas come from? Is this how we should behave?</p> <p>Ask students to make a list of what other people's expectations are of them based on gender, culture, age, family background.</p> <p>Discuss in small groups how stereotypes are created and maintained by language, cartoons, magazines, TV etc.</p> <p>Feedback as a group what implications of stereotypes.</p> <p>Consider specific examples that impact on attitudes towards violence.</p> <p>Discuss differences between male and female responses – work through some examples challenging any stereotypes the students may come up with.</p> <p>Encourage students to recognise that gender is a largely social construct and we are limited by attitudes of others.</p> <p>Allow them to consider the attitudes towards people who experience domestic abuse. e.g. They're weak, asked for it, attract violent partners. Again, watch for stereotypes that it is men who are the perpetrators and women are victims. Explain that it's not only violence and it usually starts with a controlling partner and this could be a woman or a man.</p>	<p>Students consider these perceptions and discuss ideas. List expectations of individuals based on gender, culture, age, family background compiled.</p> <p>Ideas shared with groups on expectations, stereotypes in youth culture (TV, media etc.).</p> <p>Use assertive techniques to challenge gender expectations and stereotypes.</p>	<p><b>Man vs Woman</b> (see resource pack)</p>	<p>Students will be able to identify that certain words can influence our perception of what is masculine and feminine and reinforce our view of what is acceptable and unacceptable in a relationship.</p> <p>Explain how language can be a very powerful tool in relationships – reinforcing gender expectations and stereotypes.</p> <p>Explain how and why damaging stereotypes and misinformed attitudes towards women in regards to DA occurs in relationships.</p>

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
5-10 mins	<p><b>Plenary:</b></p> <p>Discuss possible early warning signs of a relationship becoming abusive. (see worksheets)</p> <p>Highlight some of the possible characteristics or indicators of abuse.</p> <p>Consider what the motivation is for a man/woman getting too serious too fast.</p> <p>Why would a woman put up with it and a man may not accept the same restrictions.</p> <p>Who has the most power within relationships/society?</p> <p>It is sometimes seen that for men to be possessive and jealous is a complement. However is this not controlling and restrictive?</p> <p>What's the difference between how boys/girls react to these types of behaviours?</p>	Group discussion highlighting questions mentioned in tutor activity.		<p>Students recognise warning signs in abusive relationships.</p> <p>Students understand to challenge stereotypes of 'masculine' and 'feminine' roles within relationships.</p>

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