



ReSPECTful Relationships



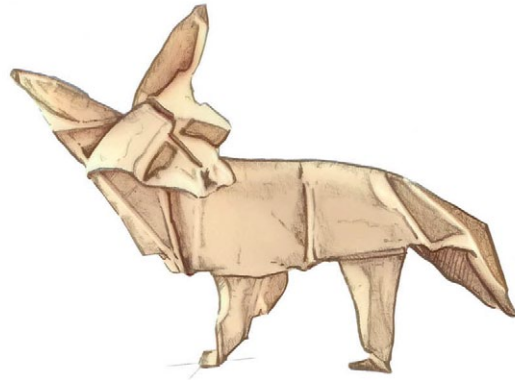
Lesson Plans and Resources

Key Stage 3: Year 7

Lesson 5: Respecting Self and Others

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Lesson 5: Respecting Self and Others

KS3
Y7

Session Aims

- To differentiate between different forms of abuse and break down some of the myths surrounding domestic abuse
- To understand the changing nature of relationships, the consequences of actions and how to make compromises within those relationships without compromising integrity or feeling pressured

Learning Outcomes

All young people can:

- Understand and explain what is meant by the term 'domestic abuse'
- Identify and briefly explain how the media contains and contributes to gender stereotyping relating to domestic abuse
- Give a range of examples and be able to analyse the possible effects of gender stereotyping and how this affects reporting of domestic abuse

Most young people will:

- Understand and identify the different types of abuse that can be present within domestic abuse; have some ideas about how to get help and support a person that is experiencing domestic abuse.
- Consider the influence gender stereotyping has over the reporting of domestic abuse

Some students will:

- Understand and describe the different types of behaviour that constitutes domestic abuse; think about, express and explain views on domestic abuse that are not their own.
- Understand the effect that control and coercion can have in a person's relationship.
- Consider reasons why it may be difficult for a victim of domestic abuse to leave the relationship.



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
15-20 mins	<p>Introduction to the topic:</p> <p>Explain that, in today's lesson, we are going to explore some of the myths and facts about domestic violence and abuse. We are also going to look at some different types of abuse, particularly around control and coercion.</p> <p>Read out one statement at a time from 'Domestic Abuse Myths vs Facts'. What do the students think are real? As a group have a discussion around each of the points or if time is an issue, choose a statement or two that you think would raise a debate and address any particular issues/topics you think relevant to the class.</p> <p>(Please note that these activities may lead to disclosure)</p> <p>Read out the following statements about domestic abuse:</p> <ul style="list-style-type: none"> Domestic abuse (also called domestic violence) happens when one person hurts or bullies another person who is or was their partner or who is in the same family. It can happen between people who are going out together, living together, have children together or are married to each other. It can happen either when people live together or separately. Domestic abuse can also happen after a relationship has finished. Usually (but not always) it is the man who is the abuser and the woman who gets hurt. Although domestic abuse happens mostly between adults, young people can be affected by the abuse that they see and hear, and they can be hurt or bullied as part of domestic abuse between adults. Young people may also experience abuse from their own boyfriend or girlfriend. Domestic abuse is a repeated pattern of behaviour. 	<p>Students consider what myths are fact or fiction.</p> <p>Student feedback to teacher their thoughts.</p> <p>Students can voice their thoughts and opinions (if acceptable) in safe environment.</p>	<p>Domestic Abuse Myths vs Facts (see resource pack)</p> <p>Actions, Crimes and Sentences (for teacher's knowledge - see resource pack)</p> <p>Controlling or Coercive Behaviour: Statutory Guidance</p> <p>FIND ONLINE</p>	<p>Student learn to respect each other by listening to other people's contributions to discussion,</p> <p>Student learn correct facts about domestic abuse and learn what myths are untrue.</p>

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
20-25 mins	<p>Group Activity: Domestic Abuse</p> <p>Divide the class into 4 groups. Hand each group one piece of flip chart, headed with one of the following questions:</p> <ul style="list-style-type: none"> • Why does domestic abuse occur? • What type of person commits domestic abuse? • What type of person is a victim of domestic abuse? • Why might people stay in abusive relationships? <p>Ask them to consider the question at the top of the sheet and give them a minute or two to write down their ideas on the flip chart.</p> <p>Ask the groups to swap sheets and add any responses that may have been missed by the previous group/s.</p> <p>Allow the students to put their views forward, but challenge where necessary. There are some things that are not just a matter of opinion. Some beliefs are totally unacceptable. In some cases behavior that is against the law. The law has recently changed to encompass controlling and coercive behavior and stalking and harassment laws have tightened. DO NOT allow opinions to stand which need to be challenged.</p> <p>Use the Domestic Abuse Myths and Table of Types of Domestic Abuse to clarify the facts and allow time for discussion.</p>	In groups, students consider thought provoking questions surrounding domestic abuse and write down their answers.	Types of Domestic Abuse (see resource pack)	Students work in small groups to write their thoughts before the next group adds their opinions and vice-versa
5-10 mins	<p>Plenary:</p> <p>Stress nobody deserves to be abused. Remind where they can access help and support.</p> <p>Does the class understand and know where to get help and support if they are affected by anything discussed?</p> <p>Please be aware some students may not have realised what they have experienced or witnessed is domestic abuse prior to doing these workshops. Be prepared for disclosures and be sure you know who the safeguarding lead is and the process of your organisation.</p>	Class discussion – students should feel free to contribute their answers.	Agency information (see resource pack)	Students can discuss anything they're not clear on and access support for themselves or others.

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