



ReSPECTful Relationships



Lesson Plans and Resources

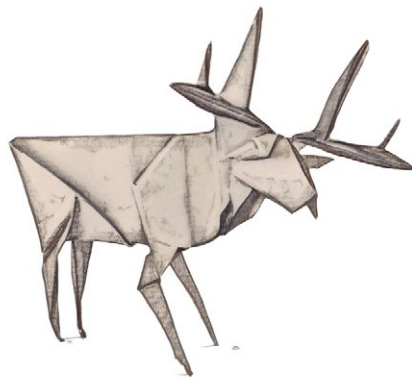
Key Stage 4: Year 10 & 11

Lesson 2: Healthy Relationships

Aims & Outcomes 2

Lesson Plan..... 3

Teacher's Notes 5



Lesson 2: Healthy Relationships

KS4
Y10 & 11

Session Aim

- 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
- 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
5-10 mins	<p>Explain objectives of the lesson – It's a very sensitive topic. It could trigger a strong emotional reaction. If so, it's ok if you want to leave the room or close your eyes.</p> <p>Expected Behaviour – Establish the ground rules for respect and a safe place</p> <p>Introduction to the topic – What is Domestic Abuse? Ask students to discuss what they think it is and come up with some words that would describe it.</p>	Students discuss among themselves and feedback to the group their interpretation of DA or specific words they associate with the terms.	<p>What is Domestic Abuse PowerPoint (see resource pack)</p> <p>Teachers notes (see page 5)</p> <p>Ground rules (see resource pack)</p>	Flyers/information can be obtained from the teacher if any young person feels the need to contact any of the agencies that are available to provide support for people affected by domestic abuse.
20-25 mins	<p>Starter quiz:</p> <p>Hand out the Quiz What could be considered DA? With one coloured pen the pupils mark what they think in first column.</p> <p>Once complete, ask how many options they thought could be DA? Pupils put their hand up – 'Hands up if you thought 10 were DA? 9....8...7 etc.'</p> <p>This quiz will be remarked at the end of the lesson to mark progression in understanding.</p>	<p>Students tick the first column with a red pen what they think could be domestic abuse.</p> <p>Students will answer facilitator lead questions.</p>	<p>Quiz (see resource pack)</p>	<p>Students will feedback their thoughts and take part in a discussion around what they consider domestic abuse.</p> <p>They will realise in some situations like wearing a uniform for school is control but an accepted form of control vs someone controlling a partner by telling them what they can wear. A parent controlling the time they come home vs someone telling their partner what time to come home or who they are allowed to socialise with.</p>
(continued)	<p>Text Help! Activity:</p> <p>Split the class into groups of 3 or 4. Give half the class one letter and the other half the other letter, or gives out the 4 different versions.</p> <p>In groups allow them to come up with a reply to the text.</p> <p>Ask a member from each group to read the letter out and another to read their reply.</p> <p>Repeat for the other groups. At this point they should realise that it's two people from the same relationship.</p>	<p>Students can discuss and talk about any particular issues highlighted within the letters.</p> <p>Students advise the person in the letter on how to deal with the situation.</p>	<p>Text messages (see resource pack)</p>	Students will create mind maps/ spider diagrams in groups. Two points 'abuse' and 'advice'

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
5-10 mins	<p>Reflective activity:</p> <p>Return to Starter quiz sheet. Students to use a different coloured pen to mark in the second column what they now think is considered DA.</p> <p>To finish Remind young people who they can go to talk to if they have any concerns.</p> <p>Highlight the role of Bridges, the counselling available and the role of the police and local authorities.</p>	Students use the second column B to tick DA options.	Students to revisit their quiz paper.	Students should have ticked more boxes than they did initially as they develop a deeper understanding of domestic abuse.
	<p>Further activity - Scenarios Worksheet:</p> <p>(Time dependant or to be continued in the next session)</p> <p>Hand out Scenarios Worksheet where students write their advice to the scenarios.</p>		Scenarios Worksheet (see resource pack)	Individual activity - Students give their advice on a variation of scenarios. Some scenarios have leading questions, others have less direction.

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