



ReSPECTful Relationships



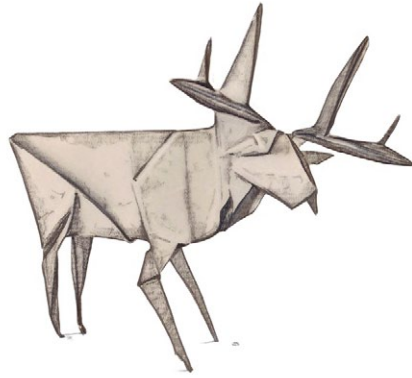
Lesson Plans and Resources

Key Stage 4: Year 10 & 11

Lesson 2: Healthy Relationships

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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
20-25 mins	<p>Man vs Women:</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? You can use some of the gender images as a visual prompt.</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>Explain how language can be a very powerful tool in relationships – reinforcing gender expectations and stereotypes.</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>Students will be able to identify that certain words can influence our perception of what is masculine and feminine, reinforcing our view of what is acceptable and unacceptable in a relationship.</p> <p>Use assertive techniques to challenge gender expectations and stereotypes.</p>	<p>Man vs Woman (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 domestic abuse occurs in relationships.</p>
15-20 mins	<p>Interview Questions:</p> <p>Hand out interview questions to explore the comparative positions of men and woman in society and how these have changed over time</p> <p>These questions should be used to highlight the inequalities that women face in society, and how this may affect them in relationships. Explain how and why damaging stereotypes and misinformed attitudes towards women in regards to domestic abuse, occurs in intimate relationships and how we should stop blaming the victim for staying.</p> <p>This can also be set as homework and fed back to the class at the next session. The students could take the interview questions home and interview someone they know. i.e. someone from the local community, an older person, a sports coach or youth worker.</p>	<p>Students will consider which different questions they will use to interview someone from the local community.</p>	<p>Interview Questions (see resource pack)</p>	<p>Students will consider the roles that different genders have in society.</p>

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
5-10 mins	<p>Plenary:</p> <p>Discuss possible early warning signs of a relationship becoming abusive.</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?</p> <p>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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